DOCUMENT RESUME

ED 078 923 PS 006 541

AUTHOR Kurfeerst, Marvin; Stephens, Thomas M.
TITLE The National Evaluation of Project Follow Through: 1967-1968.
INSTITUTION Pittsburgh Univ., Pa. Office of Research and Field Services.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE May 69
CONTRACT OEC-0-8-00174-1714
NOTE 329p.

EDRS PRICE MF-$0.65 HC-$13.16
DESCRIPTORS Bibliographies; *Compensatory Education Programs; Data Collection; *Disadvantaged Youth; Elementary Grades; *Evaluation Techniques; National Programs; Preschool Education; Primary Grades; *Program Evaluation; Questionnaires; Statistical Analysis; *Student Testing; Technical Reports; Test Results
IDENTIFIERS *Project Follow Through

ABSTRACT

Twenty-nine projects evaluated during the 1967-68 school year in the national evaluation of Project Follow Through are discussed in this final report. The report provides, in a narrative format, only the "hard" data gathered during the pre-test period. Specifically, this report reviews relevant literature, describes the procedures and instruments utilized in the evaluation, analyzes the proposals from each project, provides prelimary analysis of "hard" data, and, in some detail, analyzes the "soft" data. The chapters of the report are as follows: I. Introduction; II. Review of Literature (Description of Population, Description of the Teachers of the Population, Review of Programs); III. Rationales for Evaluation Techniques (Instrument Selection, Population Identification, Environmental Data, Site Visits, Test Administration, Feedback); IV. Design Implementation (Population Identification, Testing, Data Analysis); V. Consequences: Anticipated and Unanticipated (Instrument Selection, Population Identification, Environmental Data, Site Visits, Test Administration, Feedback); VI. Data Results (Pre-test, Environmental Questionnaire, Process); VII. Impressions and Implications. The 17 appendixes are: Bibliography, PAR Revision Form, Medical-Dental Information Form, Teachers Health Observation Form, Baseline Data Questionnaire, Environmental Questionnaire, BSAG Clinical Interpretations, Control Group Comparability Reports by Project, Pre-test Teacher Instructions, Post-test Teacher Instructions, Pre-test Keypunch Format, Post-test Keypunch Format, Site Visit Form, Analysis of Proposals Across Projects, Project J Site Visit Report, Tabulation of Environmental Questionnaire by Grand Population, and Memorandum. (DB)

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THE NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH:
1967-1968

Marvin Kurfeerst, Ph.D.

and

Thomas M. Stephens, Ed.D.

Office of Research and Field Services
School of Education
University of Pittsburgh

The study reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education

OEC-0-8-00174-1714

May, 1969

PS 006541

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PROJECTS INCLUDED IN THE NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

1967-68

Berkeley, California
Los Angeles, California
San Diego, California
Boulder, Colorado
Miami, Florida
Lafayette, Georgia
Honolulu, Hawaii
Des Moines, Iowa
Pikeville, Kentucky
Upper Marlboro, Maryland
Cambridge, Massachusetts
Fall River, Massachusetts
Detroit, Michigan
Duluth, Minnesota
Tupelo, Mississippi
Kirksville, Missouri
Lebanon, New Hampshire
New York, New York
Rochester, New York
Durham, North Carolina
Portland, Oregon
Hato Rey, Puerto Rico
Mission, South Dakota
Chattanooga, Tennessee
Corpus Christi, Texas
Salt Lake City, Utah
Brattleboro, Vermont
Morgantown, West Virginia
Racine, Wisconsin

PREFACE

The selection of the Projects (noted in the preceding page) had been completed by the U.S.O.E. at the time the contract was consummated for the national evaluation. Originally, thirty (30) projects had been selected but one was given permission to conduct its own evaluation apart from the others. Therefore, twenty-nine projects are included.

The interim report (March, 1968) was written by Mrs. Jane Burger and Mrs. Barbara Cass, Staff Associates, under the supervision of Dr. Thomas M. Stephens, Co-Director. It was incorporated into the present final report and forms the majority of the Appendices as well as large sections of Chapters II, III, and IV.

All "hard" data collected and used in connection with the report has been transferred onto magnetic tape; copies of these tapes have been deposited with the U.S.O.E. and Stanford Research Institute.

I. INTRODUCTION

The contents of this report represent an initial attempt at evaluating some selected aspects of the Follow Through Program during the school year 1967-68. Of necessity, an exhaustive and excessive evaluation was not proposed. Specifically, the original proposal "suggested that the Program evaluation be undertaken at three related levels, i. e., products, process, and cost. The emphasis of this evaluation will be on product . . . . " In summarizing the introduction to the proposal the following was also noted.

> "In brief, the basic intent of this evaluation proposal is to approximate ideal goals. That is, the extent to which the foregoing may be approximated during the coming year will enable definitive statements with respect to the relationship among input (programs and cost) and outcome (product). Furthermore, the evaluation should significantly contribute to formulating hypotheses for further investigation . . . . "

Of the three interrelated levels noted above, the cost evaluation was subject to the U. S. Office of Education being able to collect and verify such information. This collection was not done and accordingly no cost information is included. In regard to process evaluation, a detailed analysis of the proposals from each of the 29 school districts was undertaken. In addition, one Follow Through project was identified for an on-site visit. Finally, in regard to product evaluation this report treats, in a narrative fashion, only the "hard" data gathered during the pre-test period. Supplementary reports involving post-test data and comparisons of pre- and post-test results are forthcoming from the agency selected to analyze the second year of the Follow Through program. Therefore, the complete analysis of "products" and/or the interrelationship of "product" with "process" is not included in this report. The omission of the two goals noted immediately above is a direct function of an inability to incorporate such data within the time constraints of this investigation. However, this report in conjunction with supplementary reports by the second-year evaluation agency will, together, constitute the evaluation of the initial year of operation. Specifically, this report reviews relevant literature, describes the procedures and instruments utilized in the evaluation, analyzes the proposals from each project, provides preliminary analysis of "hard" data, and, in some detail, analyzes the "soft" data.

Many people were involved in the preparation of the following report -- far too many to list individually. However, special mention must be made of the hundreds of classroom teachers who administered the tests, completed forms, and also provided invaluable assistance in gathering data. The same must be said of the Project Directors, many of whom met all deadlines, no matter how quickly the requests for information were made.

In the central office, Mrs. Jane Burger and Mrs. Barbara Cass, Staff Associates, were invaluable, particularly in preparing the Interim Report and

a large portion of the present report, including sections dealing with process information. Mr. Robert Spagiare, also a Staff Associate, served many functions including distribution of tests and questionnaires.

Dr. James Carlson served as statistical and computer consultant. As overall consultant to the evaluation, Dr. Henry Hausdorff provided continuing and valuable advice. For specific activities, Dr. Jack Birch, Dr. Richard Cox, and members of the Department of Educational Research offered excellent consulting service.

Computations were made at the University of Pittsburgh Computing Center which is partially supported by the National Science Foundation (Grant G 11309) and the National Institute of Health (FR-00250).

II. REVIEW OF THE LITERATURE

Introduction

The goals of this review are:

1) to describe characteristics of this population relevant to the educational process. The descriptions are divided into six categories: Language, Thinking, IQ, Creativity, Personal adjustment and social interaction, Physical development. Each category presents an attempt to summarize trends of thinking in that area. As the number of studies done in each category is vast, those presented are ones which indicate central concerns and controversies. No attempt has been made to report all available studies.

2) to describe the teachers of this population. In order to understand the programs, it is essential to know the style and experience of the successful and non-successful teacher. However, few studies have been done in this area, as is evident in the review.

3) to describe recent substantial programs for this population, in an attempt to ascertain the types of programs and evaluations presently being conducted. Again, no attempt has been made to be all inclusive. Only those programs of special relevancy, interest, or with unique components are reported.

A. Description of Population

1. Language

Lower socio-economic groups exhibit language deficiencies when compared to middle class socio-economic groups. Verbal abilities of middle class children are shown to be higher than the verbal abilities of lower class children in an investigation done by Lesser, Clark, and Fifer (1954). Further studies by Worley and Story (1967), and Templin (1957) substantiate this finding. Deprived children take one year longer than middle class children to achieve mature articulation, as shown by Templin (1953). Deutsch (1964) states that as language complexity increases, the negative effects of social disadvantages also increase, since the lower class often contains ethnic groups whose native language is not English, the complications are increased. Elam (1960) studied a Puerto Rican population as an example of this additional disadvantage. In summary, lower class children appear deficient in verbal ability, articulation, and frequently actual knowledge of the language. Additionally, as language skills become more complex, the lower class is disproportionally hindered by its disabilities.

The fact that deprived groups do not use standard English does not imply that they cannot communicate effectively within their sub-groups. Burns and Lowe (1966) demonstrate that the lower class do have a unique language with which they communicate among themselves. This language is not, however, that which is used in a typical school situation, putting the deprived child at an immediate disadvantage upon entering school. Bernstein (1961) substantiates this handicap by showing that the language of the lower class is less complex than that of the middle class, and that groups within the lower class use identification and group experiences to supplement their spoken language. Bernstein lists the following to show how the English used by lower class children differs from standard English:

a. Short, grammatically simple, often unfinished sentences, with a poor syntactical form stressing the active voice

b. Simple and repetitive use of conjunctions (so, then, because)

c. Little use of subordinate clauses to break down the initial categories of the dominant subject

d. Inability to hold a formal subject through a speech sequence; thus a dislocated informational content is facilitated

e. Rigid and limited use of adjectives and adverbs

f. Constraint on the self-reference pronoun; frequent use of personal pronoun

g. Frequent use of statements where the reason and conclusion are conformed to produce a categoric statement

h. A large number of statement phrases which signal a requirement for the previous speech sequence to be reinforced: "Wouldn't it? You see? You know" This process is termed "sympathetic circularity"

i. Individual selection from a group of idiomatic phrases or sequences will frequently occur.

j. The individual qualification is implicit in the sentence organization. It is a language of implicit meaning.

In conclusion, it is shown that the lower class has a complete communication system. However, much of it is nonverbal, thus putting the deprived child at a disadvantage due to his lack of knowledge of standard English.

Parent-child relationships are cited as the deficiencies evident in the lower class. Hess and Shipman (1965) investigating the teaching style of the middle class mother, suggest that the mother relates language to the environment, using a complex language code that includes abstract as well as concrete ideas. Middle class children, therefore, have more experiences in solving problems and working with abstract ideas. Jensen (1966) presents a good example of differences in parent-child relationships in the middle and lower classes and their effects on language. Reading stories aloud is a frequent occurrence in middle class families, with parents relating vocabulary to the book illustrations and to objects or events in the experience of the child. Fodor (1966) reports an experiment in which lower class children were read to every day for a period of three months. At the end of this time period, comparison with the control group showed the experimental group to be superior in receptive and expressive vocabulary. It appears, therefore, that parent-child experiences in middle class homes tend to enrich the children's language beyond those experiences in lower class homes.

2. Thinking

The deprived population show a deficiency in the thinking processes when compared to the middle class. Jensen (1966) indicates that the lower class tends to limit their use of language, not using it as an aid to thinking, problem solving, and learning. He also states that deprived children have a shorter attention span than middle class children, and demonstrate less development of perceptive abilities. He again demonstrates how storytelling heightens these abilities in the middle class child. Hess and Shipman (1965), investigating mother teaching styles, report that middle class children learn and explain tasks better than their lower class counterparts. They conclude that the reason for this lies in the lack of verbal behavior regulation in the lower class, while behavior in the upper class is highly verbally regulated.

The thinking processes of the lower class have definitive characteristics. Riessman (1962) finds that reasoning and thinking are inductive rather than deductive, causing difficulty in making accurate generalizations and using previously learned concepts efficiently. Bernstein (1961) states that deprived children are slow in reading and writing, tending to concrete rather than abstract content.

In summary the lower classes are shown to be deficient in certain thinking and learning processes. Care must be taken, however, in making generalizations on the collective lower class differences in achievement since differences are dependent on race and sex. Kohlures (1967), Sember and Iscoe (1963) and Lesser *et al* (1965) all give evidence to support this conclusion.

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3. Achievement

a. IQ

A continuing disadvantage in describing and measuring IQ for this population lies in the difficulty of obtaining a truly culture-free test. Yet, it is considered as established that in the area of measured IQ, children from low socio-economic environments will virtually always exhibit a disadvantage.

This disadvantage will be exhibited as early as the fourth year (Pasamanick and Knobloch, 1955; Bloom, 1964). Coleman and Ward (1955) report the same tendency among first-graders, with IQ scores between the two socio-economic groups significantly different at the .05 confidence level not only on the Kuhlman-Finch but on the Davis-Eells Games as well.

Lesser, Fifer, and Clark (1965) created tests specially designed for the various ethnic groups in New York City. The test, presupposing only experiences common to the child's background as a member of the city population and the specific ethnic group, were administered to the various children by examiners of their own ethnic background. Results state that children with higher socio-economic status achieve higher IQ scores than the selected deprived population.

Haggard (1954) hypothesized that the IQ score will be higher if the content of the test is in keeping with the language and experience of the child. If the test items are read aloud, or if the child has had previous experience with test taking, there will be a positive change in IQ scores. He also states that scores will go up if motivation is relevant. Although these four variables show some effect on the IQ scores of the children he worked with, his experimental results are mixed.

Postulated negro-white intelligence differences are a current concern. A study conducted by Deutsch and Brown (1964) investigated the IQ scores obtained by use of the Lorge-Thorndike Test for the first to fifth grade negro and white children. Using subjects from different socio-economic levels, results indicate that negro children at each socio-economic level score lower than white children and that negro-white differences increase at each successive higher level. Also noteworthy is the finding that for children in each racial group there is a gain in IQ with ascending socio-economic level; gains for the white group, however, appear to be considerably greater than for the negroes. The authors state that in the lowest classes general poverty tends to lessen racial differences, thus accounting for the smaller differences in scores at the lowest socio-economic levels.

Sembers and Iscoe (1963), investigating WISC IQ scores of negro and white subjects five to nine years of age, report that the scores are significantly different in favor of the white children. It should be noted, however, though the elementary school children were of comparable environments, the kindergarten-age children were taken from significantly different environments.

Pettigrew (1964) presents three hypotheses regarding racial differences: a) in environments which approach being equally restrictive for children of both races, the intelligence test means of both will be low and will approach equality; b) in environments which approach being equally stimulating for children of both races, the intelligence test means of both will be high and will approach equality; and c) when any racial group moves from a restrictive to a comparably stimulating environment, its measured IQ mean will rise. The several studies reviewed by Pettigrew give substantial evidence for these hypotheses.

Deutsch and Brown (1964) show that the effect of preschool experience on IQ is not significant in the first grade. however, in the fifth grade group the children with preschool experience have significantly higher IQ scores than those without.

In another study Deutsch and Brown (1964) discuss the effect of the absence or presence of the father on IQ. More white fathers were found to be at home than negro fathers. Children from homes with the father present show higher IQ's than children from fatherless homes. Fatherless negro children fall further behind their classmates in the period between first grade and fifth grade.

b. Creativity

Strom (1965) states that the creative thinking process includes: fluency (the ability to produce a large number of ideas), flexibility (the ability to use a variety of approaches), originality, elaboration, and redefinition. Strom emphasizes the fact that creativity will survive only if creative behavior is accepted and encouraged. As far as the creativity of the disadvantaged child is concerned, Strom (1965) states that deprived children may have trouble putting ideas on paper. He cautions against seeing this as an indication of a lack of creativity.

Riessman (1962) reports that creative abilities of the disadvantaged are hampered by their inflexibility. They learn in a one-track way and do not easily adopt another frame of reference. This, it would seem, would mitigate against their creativity. However, it can be hypothesized that the lack of physical inhibition in expressing emotion and feelings attributed to the lower socioeconomic class may well give them an advantage in developing creative ability.

Torrance (1967) reports that creative abilities do not follow the same course of development as other abilities, having several distinct periods of decline. His measure is originality. White American children give evidence of a pattern that shows constant rise until age of entrance into kindergarten. The drop in creativity at the kindergarten level is attributed to the inhibiting effects of sex consciousness and the desire for conformity with classmates. After this initial drop the rate continued upward until grade four, with full recovery not occurring for two years. Investigation of the relationship between creativity patterns and culture in Georgia shows that from grade one to four negro children are below white children in originality scores. At grade four the decline in originality for white children was not experienced by the negroes.

Roberts (1967) reports the results of the Davidson *et al* study (1962) in which "non-achieving" negro children in Harlem schools obtained higher scores on tests of creativity than those who were considered achieving by the school's standard.

In summary, it can be stated that although lower socioeconomic level children exhibit a seeming disadvantage in the area of creativity this may be an artifact of their non-verbal mode of expression, rather than a true assessment of their creativity.

4. Personal Adjustment and Social Interaction

Langner (1967) reviewing findings in the area of personal adjustment and social interaction concludes that the major points of congruence among authors are that members of the lower socio-economic classes exhibit a) a weak super-ego, b) a weak ego with lack of control or frustration tolerance, c) a negative, distrustful, suspicious character with poor interpersonal relations, d) strong feelings of inferiority, low self-esteem, fear of ridicule, and e) a tendency to act out problems, with violent expression of hostility and extrapunitive tendencies. He adds from his own data two other characteristics: predominance of depressive and passive-dependent tendencies.

The lower economic class child, according to Jensen (1966) is restless and inattentive in school as early as the first grade. Out of twenty hours weekly of school, a teacher estimated that the child spent no more than two hours in a condition conducive to learning.

Kohlures (1967) studying pre-school personality by race and sex reported that males are more hyperactive than females, while females display more thumbsucking.

Riessman (1962) in emphasizing the positive traits peculiar to the disadvantaged sees them as being cooperative and understanding of mutual aid. He hypothesizes that this derives from experience in "extended families." He describes these traits as freedom from self-blame and parental overprotection, from being word-bound and from the strain of competition. He reports survey results indicating that over 70% of lower-class parents said that of things they themselves missed the one most desired for their children was an education.

Several studies emphasize familial factors influencing the personality of disadvantaged children. Bronfenbrenner (1967) surveyed lower class mothers of premature infants when the child was two and a half years of age and again when the child was five. Conclusions indicate that at two and a half years there is some maternal rejection, coldness and physical punishment; also lack of restrictiveness in regard to toilet training and training for manners. At five years there is much restrictiveness in regard to agression against parents and against sex play. There is great concern for the education for the child and a strong emphasis on the child fighting back if attacked. Positive features include allowing the child to grow at his own speed, to learn how to work, and encouraging the child to fight back. Negative features include the child's confusion as to who has authority over him and what behaviors are acceptable, the child's becoming accustomed to extremes of adult authority, and the child's very early acceptance of corporal punishment. The child is treated coldly and not praised for achievement. Notably lacking are the stimuli provided by books, toys and cultural experiences, though televisions are almost always present. Also absent is interest in the personality characteristics which contribute to the experience of self-identification, such as an opportunity for the boy to identify with a male figure.

Ausubel and Ausubel (1963) state that the upbringing of the deprived child is casual, inconsistent, and authoritarian. The child has early independence from parental control and is greatly influenced by his peers. Because of harsh corporal punishment and the demand for unquestioning obedience as well as the parents' social and emotional distance from the child, the deprived child sees parents in a formalized role rather than as individuals.

Langher (1967) states that status of the parents, particularly of the fathers, is reflected in the self-concept of the child. When a child comes to recognize that his parents are considered inferior by the community, he too develops feelings of inferiority and shame. In addition, the community and the mass media, especially television, are continually reinforcing the inferior self-concept of the lower class child.

McCord et al (1962) report the effect of paternal absence on 205 disadvantaged boys during five years of their early adolescence. 1) Although feminine nonagressive behavior is negatively related to paternal absence, feminine agressive behavior appeared to be associated with paternal absence if the boy was between 6 and 12 when the father left, or the mother was deviant or rejecting (especially if the father had died). In this regard the authors cite other studies, one of which reports that the early differences in the sex role behavior between father-absent and father-present boys had begun to disappear by age five, and another that reports evidence of feminization among 6-10 year olds whose fathers had been absent 1-3 years. The authors agree that early separation may result in a delay of sex typing but that this delay is of short duration. This is probably because the boys are able to find substitute male role models. When the separation occurs during the critical years of sex identification (between the ages of 6 and 12) there is a more permanent effect on sex identification. 2) No support was found for the theory that paternal absence leads to abnormal fears. The authors conclude, however, that many of the effects presumed to result from paternal absence can largely be attributed to certain parental characteristics - intense conflict, rejection, and deviance - which occur more commonly in broken families.

Various studies compare attitudes in the middle class and low class families. The middle class, says Langner (1967) tolerates aggression of children within the family toward parents, emphasizing its expression in verbal rather than physical forms. Conversely, the low class expects complete submission from children within the family, emphasizing unquestioning obedience toward parents, but tolerating the physical expression of aggression outside of the home. Because of the deprived child's recognition of his parents' status, lower class parents lack what Langner calls "rational authority" - authority by virtue of skill and knowledge. The lower class parent must rely on "irrational authority" - "obey me simply because I am your parent."

Langner further states that middle class values emphasize inculcating the child with a sense of identity and individuality. This is noticeably lacking for disadvantaged children. The higher status child is better equipped to express how he feels and is more frequently allowed this expression within the family. Conversely, the lower class child experiences communication inhibition.

Terrel et al (1959) investigated the relationship between social class and the nature of incentive. He hypothesizes that a non-material incentive is as effective as a material incentive for middle class children, whereas for the lower class a material incentive is more effective than a non-material one. The setting was a laboratory discrimination learning experiment; the subjects were boys and girls, five to eleven years old. The non-material incentive was a light flash; the material incentive, a piece of candy. Results indicate that middle class children learn more quickly when given a non-material incentive than when given a material incentive, while the reverse is true of lower class children. Terrell cites his previous investigation (Terrell, 1958) in which the results indicated the most important feature in the learning of middle class children is the feeling that they are progressing. The effect of material incentives on the learning of disadvantaged children indicates the possibility that the child is too preoccupied with obtaining the material necessities of life to learn the value of symbolic incentives. It is also likely that such a child is more often deprived of the specific material incentive offered and, therefore, has an intensified desire for it.

Studies have been done on the disadvantaged by racial groups. Ausubel and Ausubel (1963) conducting a study with deprived negro children, state that negro families are more unstable than comparable lower class white families. Negro children are subjected to a more authoritarian family life with more emphasis on their obedience and submission. The lower class negro home is matriarchial in nature and tends to have a more negative family atmosphere. Finally, the lower class negro is not only a member of a rejected social class but a rejected race as well. It has been shown that the negro child is somewhat aware of the implications of his racial membership by age three and that a rapid increase in racial awareness occurs between ages three and seven.

The authors report that negro culture differentially affects the male and female members. The girls are the valued sex, owing to the matriarchial nature of the home. As a result negro girls tend to be superior, not only in the academic areas such as language, but also in personal adjustment and in social interaction. They have greater achievement needs, a greater span of attention, and are more popular with their classmates. They show more realistic aspirations, assume more responsible roles, and feel less depressed in comparison with other children. Negro boys, aside from exhibiting their inferiority in these areas, often lack an adequate male model due to the absence of fathers from homes and the fathers' unreliability as sources of economic and emotional security when present. The authors assert that the boys frequently attempt to adjust to this situation by adopting feminine traits and mannerisms. However, the authors do report that negro boys adjust more easily than girls to the impact of desegregation.

Halpern (1966), studying a group of four year old negro children in the segregated South, states that they have no incentive toward effort and achievement because they are punished rather than praised for it. Their advantage lies in being passive, inconspicuous, and uninvolved.

Kvaraceus et al (1964) gives a further insight into the negro culture when they report that one of the first family learnings of the negro child concerns skin color. White is valued; black is disparaged. The more "white" a child is the more he is valued. The more he is valued, the more chance he has to use his talents. Secondly, the negro parent is often denied his right to protect the child. This is destructive not only to parental feeling, but to the child's tendency to look toward his parents as adult models. The authors assert that what the negro child will learn is that no one is to be trusted; if he doesn't become antisocial, he will become asocial.

Kohlures (1967) states that pre-school negro girls are more disruptive and disturbing than white girls.

Elam (1960) discusses the "culture conflict" of Puerto Rican children whose families are recent emigrants to the United States. In such a situation the children, rather than the parents, are the ones to suffer maladjustment because the initial acculteration has not been completed before the new culture values are thrust upon them. Often the children experience a separation from parents who precede them to this country. When they are finally reunited in the new culture and sent to its schools, their maladjustment exhibits itself in a range of behavior including apathy, lack of social responsiveness, depressed intellectual functioning, inability to form meaningful relationships, hyperactivity, aggressions, and lowered intellectual potential.

Caudill and DeVos (1967) investigated the personality characteristics of Japanese Americans because of the phenomenal success of these people in areas of the country which did not restrict them from prejudice. Though the social structure, customs and religion of the Japanese Americans are not similar to those of middle class America, still the two cultures hold many similar values and react to society in somewhat similar manners. The Japanese and American middle class cultures share the values of politeness, respect for authority and parental wishes, duty to community, diligence, cleanliness and neatness, emphasis on personal achievement of long-range goals, and the importance of keeping up appearances. Both the Japanese and middle class Americans are highly sensitive to cues from the external world as to how they should act. Both groups adapt themselves to many situations, through suppression of real feelings, particularly feelings for physical aggression. The authors conclude that, although Japanese Americans will experience conflict between their culture and American middle class culture, the individual Japanese American probably has a better chance of succeeding than individuals of ethnic groups that do not have so many points of congruence with the society.

5. Physical Development

That the lower socio-economic class experience a disadvantage in the area of health and physical development is indisputable. Roberts (1967) reports the results of several investigations that reveal: 1) deprived families are plagued with health problems including auditory, visual and dental disorders; 2) there is a higher prevalance of organic defects as well as such diseases as tuberculosis among the disadvantaged; 3) the higher infant mortality rate in Harlem in 1961 was 45.2 per 1,000 live births compared to the whole of New York City which had a rate of 25.7 per 1,000 live births; 4) among Caucasians, historically and currently in both Europe and America, infant mortality rates are higher for the lower class; and 5) children in polio vaccine trials were less likely to be vaccinated if they were from poor families.

Gutman (1966) reports investigations which demonstrate that deprived children make fewer visits to the dentist and are more indifferent to their dental needs than their upper socio-economic peers. Nearly 70% of 5 to 14 year olds from families with incomes less than $2,000 a year have not been to a dentist compared with 10% from families with incomes over $7,000.

Pettigrew (1964) reports that both premature births and brain injury in the newborn are more prevalent among the most economically deprived class of the population. Premature children of all races exhibit a higher incidence of neurologic abnormality, greater susceptibility to disease, and more mental defects.

Pasamanick and Knoblock (1958) report there is a 50% greater rise of premature birth for negro infants over white, and that for the white population there is a significant association between lower socio-economic status and prematurity. They report that there are three times as many pregnancy complications in the white lower economic fifth of the population as in the upper fifth. There are ten times as many pregnancy complications in the non-white population.

Pettigrew (1964) reports an experiment in which mothers from the lowest socio-economic level, 80% of whom were negroes, were supplied with iron and Vitaman B complex as a dietary supplement during the last half of their pregnancy. A matched control group was not so supplied. At three years of age the children of the mothers who received the added vitamins had a mean IQ five full points above the children of the control group. At four years of age the differences had enlarged to eight points in favor of the experimental group's children. Pettigrew concludes that dire poverty, through the mother's inadequate diet, can impair intelligence even before the lower class negro child is born.

Elam (1960) in describing the Puerto Ricans newly arrived in this country states that a common ailment among newly immigrant families, even among the children, is minor epileptic attacks. The author suggests that this may be one of the somatic manifestations of the stress of adjustment. This author also reports that upper respiratory illnesses are prevalent in these Puerto Rican families.

The mortality rate, which Roberts (1967) considers as the best indicator of the general health of a population, for non-whites in 1958 was roughly equivalent to that of the white population in 1937.

Information on the health of the deprived population can be found in Head Start reports. Eight hundred and thirteen Head Start children were screened in Minneapolis. Hartman and Olson (1967) report that 64% of the children show one or more health problems, with dental problems the most frequent, then ear disorders, nutrition problems, heart murmers, and eye troubles. Before Head Start treatment immunization records showed that 41% had been vaccinated against diptheria, tetanus-whooping cough, 15% against polio, 69% against smallpox and 67% against measles.

Osborn (1967) quotes Sargent Shriver as reporting that among Head Start children 98,000 children were discovered with eye defects, 90,000 with bone and joint defects, 74,000 retarded, 2,200 active cases of TB, 900,000 dental cases with average of 5 cavities per child, 740,000 without vaccination against polio, and more than 1,000,000 not vaccinated against measles.

Records taken of previous hospitalization, visits to dentist and doctor, vaccination records, and eye examinations of selected Head Start children were interpreted by Stone and Kudla (1967). They found that there is much untreated illness, with little preventive activity taking place.

B. Description of Teachers of Population

1. Attitudes

In regard to teacher attitudes the investigation of Boger (1967) is of merit. He reports that:

a. Negro American and Mexican American teachers began work in Project Head Start with more indicated acceptance of the children and optimism for positive personal and overall project results than did their Anglo-American counterparts .

b. Negro American teachers indicated more authoritarian, less democratic attitudes toward pupil behavior than did Mexican American teachers who were in turn more authoritarian in their attitudes with regard to child behavior than were Anglo-American teachers.

c. Negro American teachers in general appeared more restrictive and traditional in their approach to child behavior than did Anglo-American teachers; Mexican American teachers indicated attitudes that fell between the other two subcultural groups on this dimension.

d. Teachers with more experience teaching the deprived children are less likely to exhibit differences according to their own ethnic backgrounds.

Davidson and Lang (1960) report a positive relationship between children's perception of their teachers' feelings toward them and their self-image, achievement, and behavior. It is suggested that this may have as its starting point either the child's behavior or the teacher attitudes. For instance, the child behaves acceptably and achieves well and thus wins the approval of the teacher, or the teacher communicates her approval to the child and thus he is motivated to achieve well and behave acceptably.

The investigators report that girls perceived their teachers' feelings toward them more favorably than did boys. Girls were also more favorably rated by the teachers than boys on a behavior rating index. In a discussion of these results the authors present several possible explanations. They note that society encourages aggressive behavior in boys and submissing behavior in girls; teachers, most of whom are women, would perceive the boys' behavior as being worse than the girls' behavior, and would rate them accordingly. Boys would tend to do less well because they would sense the disapproval of the teachers.

Davidson and Lang (1960) further report that children of the upper and middle classes perceive their teachers' feelings toward them more favorably than do children in the lower class group. Again, because of this, the lower class children tend to do less well than the other children.

2. Teaching Styles

Lane et al (1967) states that teaching involves the psychological problems of the children. The teacher must learn to arouse and activate the children. Some basis for the identification of the child with the teacher must be provided. An experiment was carried out by Head Start, which provided a teacher training program encouraging a psychological approach. To test the teachers approaches at the end of the program, the Pre-School Orientation Training Instrument was used. The results showed that the teachers changed their attitudes and methods in the desired ways.

In 1965 Educational Testing Service (Dobbin, 1966) made some observations on Head Start classes across the country. They concluded that: a) Human interaction is necessary. Aides help a great deal. b) The parents and the community should be involved. c) The best way to teach a child something is to have him do it. d) Food is important not only for nutritional value but as an instructional material. The appeal of the object that can be studied and then eaten is apparent. e) Better methods for encouraging the development of the child include a child-development orientation, an involvement of the child, an accepting environment, and a recognition of the psychological phenomenon of developmental stages.

3. Experience

In his review of the preschool program Brittain (1966) reports several staffing patterns. Some programs use both professional and non-professional teachers; others only experienced and certified teachers. In one program all teachers had at least one year experience in teaching culturally deprived children. In two others there were inexperienced teachers. Differences favoring the experimental groups were clearly evident when teachers experienced in educating deprived children composed the staff. Dobbin (1966) reports that teacher aides were successful in the Head Start classroom. They are found to work best if interested in young children and under the supervision of a teacher who knows how to best use their abilities.

Schwartz (1967) reviews studies showing that teachers of the disadvantaged are often those who had a mediocre student teaching and undergraduate record.

Gordon (1966) mentions the special problems of recruiting and keeping teachers for the deprived population. Some school boards attempt to utilize a quota system or require teaching in the slum school for advancement, in order to guarantee that a high percentage of experienced teachers will be assigned to teach the deprived group. Arrangements such as these were found to cause dissatisfaction and undesirable teacher attitudes.

Groff (1967) conducted a survey investigating what teachers thought was the major cause of turnover of teachers of the disadvantaged. Questionnaires were returned by 294 teachers from 16 elementary schools in deprived areas of a large metropolitan city. (California) The majority of the teachers' students lived in Negro or Mexican-American ghettos. The answers were categorized as follows:

I. Reasons that lay within the inadequacies of the teachers themselves (22.4%) e.g.
   a) lack of understanding
   b) non-acceptance of cultural differences
   c) racial prejudice
   d) lack of spiritual strength

II. Reasons found in the weaknesses of the school structure, organization or administration (37.2%) e. g.
   a) classes too large
   b) inadequate interest or training
   c) lowered professional prestige
   d) lack of help
   e) insufficient numbers of teaching aides
   f) too much pressure from inflexible standards

III. Reasons brought about by the special personality problems of the culturally deprived child (40.5%) e. g.
   a) problems of discipline
   b) lack of achievement in academic areas
   c) lack of parental interest and support

Gordon (1966) reviews promising practices such as hiring extra personnel when introducing a compensatory program to a school; making supportive services available in the form of psychologists, visiting teachers, etc.; reducing the pupil-teacher ratio; and supplying teachers with aides.

C. Review of Programs

1. Head Start

Richmond (1967) gives a general overview of the Head Start program. Head Start guidelines require the following elements: 1) educational, 2) medical, 3) nutritional, 4) parental, and 5) social. By the end of 1967, 373,000 children were served in full-year programs and 1,653,000 served in summer programs. Thirty-six percent of the programs were run by public school systems, and the rest under independent agencies.

The training of personnel is an important part of the project. During the past three years 97,000 personnel attended 40-hour summer orientation programs. In 1967, training programs were grouped according to region, allowing for discussion of particular regional problems. There are special training programs for full-year Head Start activities. Five thousand individuals have participated in these intensive eight week programs at various colleges across the country. The families of Head Start children have been involved in the programs as paid teacher aides, volunteers, and as students in adult education classes.

Coleman et al (1966) report Head Start data collected on pupil participants in Head Start summer programs in 1965 and pupils entering first grade September, 1965.

Head Start participants were from families of low socio-economic standing. Negro children had a probability of participating over five times as great as that for white children in the same region. The highest degree of participation was in regions characterized by low socio-economic standing and low test scores. Overall, it appears that Head Start programs were offered in communities where they were most needed and were attended by pupils who should have benefited most from the program.

The control children fell into two categories. Some were non-participants from the same schools as Head Start children; the rest were non-participants from communities without Head Start programs.

In general, Head Start participants of a given race did not perform as well on the verbal and nonverbal reasoning tests as non-participants. It is important to note that these pupils from poor families had not yet "caught up" to their classmates, even though they participated in the Head Start Program. Negro Head Start participants in rural areas, however, scored higher than their non-Head Start classmates.

For pupils from the poorest families, scores for participants were consistently higher than scores for non-participants from the same school. Verbal ability, as measured by the test, was affected to a greater degree than non-verbal ability where effects of Head Start were found.

Head Start participants from the lowest socio-economic backgrounds have a higher educational motivation than non-participants. This is particularly true for negro pupils from poor families, although this difference tends to appear for all negro children. For whites, participants from the lower socio-economic backgrounds seemed better motivated than non-participants in some regions, while no effects of Head Start participation could be found for higher socio-economic level white pupils.

Certain conclusions were drawn from this data. Where effects of Head Start have been found, they are most likely to occur for pupils from the poorest families. Negroes seem more likely to be helped by compensatory programs than whites, and children from low socio-economic backgrounds (regardless of race) are more likely to benefit from these programs than children from more affluent backgrounds. Effects of participation are less noticeable in test performance than educational motivation. Consequently, it appears that Head Start programs were effective in stimulating educational interest and motivation in participants. This heightened motivation generally has not yet been translated into actual skills which would be reflected in test scores, indicating that it may require more time than the few months elapsing between participation and test administration for skill improvement to take place.

Some specific Head Start programs have been studied. Siedel et al (1967) investigated the effects of an eight week Head Start program in the cities of Rocky Mount and Tarboro-Princeville, North Carolina. In Rocky Mount, 65 children from six schools participated, the Negro-white ratio being 4:1. In Tarboro-Princeville, 50 children participated. The Negro-white ratio there was 3:1. There was no one control group available. A pre- and post-test design was employed, using the Lee-Clark Reading Readiness Test, the Raven Coloured Progressive Matrices, the Chicago Non-Verbal Examination, and a Teacher Appraisal Form devised by the senior investigator.

Results showed: 1) No significant differences were found on any tests between schools in Rocky Mount or between schools in Tarboro-Princeville either on pre- or post-tests. 2) On the pre-test Rocky Mount performed significantly better on the Chicago Non-Verbal examination than did Tarboro-Princeville. On the second testing this difference did not appear. 3) Lee-Clark Reading Readiness Test scores were significantly better on both testings in the more urban Rocky Mount than in Tarboro-Princeville. 4) On the Raven Coloured Progressive Matrices test scores on both administrations, Tarboro-Princeville performed significantly higher than Rocky Mount -- "for some reason not clear to the investigators." 5) No conclusions could be drawn after the first testing. 6) Gains scores in the two cities show: a) significant improvements in both cities on the Lee-Clark Reading Test and the Teacher Appraisal Form. b) No significant differences on the Raven's or the Chicago Test. (No attempt was made to measure IQ on these two instruments.)

Jones (1966) investigated the pre- and post-test Language skills at a summer operation Head Start. A total of 565 students assigned to 8 pre-school sites were enrolled in the Oakland Public Schools Head Start Program. Twelve teachers taught two half-day sessions each. Six half-time nurses and a director of nursing were in charge of the health program. The following instruments were used for evaluation: Teacher Rating Form for Students; Bingham Button Test; Office of Economic Form, "Paid and Voluntary Workers' Evaluation of Head Start Project"; Office of Economic Opportunity, "Student Psychological Rating Scale"; Staff Evaluation of Project Head Start; Parents' Reactions to Project Head Start; Health Report; and Federal and County Forms.

The teachers reported growth in all language and non-language skills, rating the children higher at the end of the program than at the beginning. Substantial growth was reported in all areas of the Bingham Button Test, measuring the concepts of size and position, knowledge of colors, and knowledge of numbers.

On each category of their form, at least 70% of the paid and voluntary workers considered the project very worthwhile. Teachers, aides, and volunteers felt that the students benefited most in adjusting to a school situation and learning to get along with other children, although they felt that classes were too big and/or classrooms too small. Teachers expressed a desire to have the aides do more routine tasks so that teachers would have more time to supervise and plan. They also mentioned the lack of parent contact. Aides and volunteers asked for a better in-service program. Parents reported that the centers were too far from their homes, causing a transportation problem. They felt that the children had benefited most in adjusting to school and other children, learning new skills, and in increased motivation. The Health Report showed that seven percent of the children had serious defects. In the mental area 59 children were referred to the Department of Individual Guidance.

Doherty (1966) reports that the Head Start pupil-teacher ratio was 15 to 1. Head Start provided at least two aides for every teacher. Additionally, 100,000 full-time volunteers significantly reduced this ratio.

Hartman and Olson (1967) report on the "Health Program for Minneapolis Project Head Start 1966." Health clinics, instituted one month prior to classroom attendance screened 813 children out of 997. Before Head Start immunization against diptheria-tetanus-whooping cough was 41%; after Head Start 86%; against polio 15% before, 63% after; against smallpox 69% before, 76% after; against measles 67% before, 79% after. Of the 518 health problems referred, there was follow up on 391. Incomplete cases were due to uncooperative families, those who moved or those whose address was unknown.

Book (1966) reports in detail the involvement of parents in the Head Start program. As a result of the first year's experience it was learned that parents would become involved provided the children first were offered specific advantages (e.g., free dental and medical services, and preparation for school through play and learning experiences.) They were asked to attend meetings at school, required to bring their children for physical and dental exams, and expected to participate in at least one classroom activity and one outing. Homes were visited at least twice (first by the teacher, then by a staff assistant), and weekly newsletters were sent home.

Osborn (1967) presents evidence for the possibility of latent effects of Head Start in a study where no difference in oral language was evidenced at the first grade level between Head Start and non-Head Start children. However, at the second grade level, significant differences were found.

Wolff (1967) reports that Head Start children were more ready for education when they entered kindergarten than non-pre-school children, and the results were evident for six months. However, no differences in learning achievement were reported. Upon investigation of this phenomenon the author first concludes that much is to be attributed to the attitudes of the school and staff toward minority group communities. In particular he points to the school's policy toward parents as one of keeping them outside the classroom. A second factor is seen in the teacher's perception of what is important for the child's learning. He reports that in mixed schools teachers place first or near the top of the list "learning concepts." In minority schools this is never listed first. In an all-negro school learning concepts listed by only one-third of the teachers. They emphasized "social preparedness"; e.g., "cooperativeness", "attentive listening habits" and "behavior."

Wolff suggests that learning achievement did not occur because it was not a goal. The author cites a study showing that teachers who placed a high value on intellectual activity produced significantly more PPVT (IQ) growth than those who did not. He also reports that Head Start children did better than non-Head Start pupils when their teachers were good, but worse when their teachers were poor.

Wolff and Stein studied 168 children who had participated in the New York City Summer Head Start Program, utilizing a control group of 383 of their non-Head Start kindergarten classmates. The variables considered were 1) the initial adjustment to classroom routine, and time of adjustment; 2) behavior towards peers and teachers; 3) speech, work, and listening habits; and 4) educational attainments.

Evaluation instruments included the short form of the Caldwell Pre-school Inventory administered to 123 Head Start children and 101 non-Head Start children. The teachers ranked the children according to first grade readiness, and filled out comparative rating scales. Observers filled out teacher ability forms, observed classes and interview teachers. Parents were interviewed by members of their own race, speaking the same language. One hundred six children were interviewed.

Results of the ranking arrays showed more Head Start children in the top 30% and less in the bottom 30% for the three minority group schools, with the results reversed for the mixed school. On the comparative rating scales, the Head Start children appeared to adjust faster than the non-Head Start children and got along better with their peers. This was especially true for the Puerto Rica children. Again, the results were reversed in the mixed school. The mixed school put greater emphasis on "social" factors.

No differences were evident on the Caldwell Pre-school Inventory, although the scores matched the ranking arrays made out by the teachers.

From interviews and observations, it was found that the average or better than average teacher gave two-thirds of her attention to the top half of her class. The quality of the teaching did not affect the scores on subtest IV of the Caldwell Pre-School Inventory (the section demanding the most knowledge) but affected subtest I (social responsiveness).

Parents expressed approval of the Head Start program, stating that the children had adjusted better to kindergarten, were better behaved, and had learned many new things. Their criticism included the shortness of the Head Start daily program, delayed information about the existence of the program and weakness of the educational curriculum. Of the 106 children interviewed only four could not remember the Head Start experience six months previously. They like many different aspects of the program. Forty percent preferred the Head Start program to their present kindergarten class. The home environments of Head Start and non-Head Start children were found to be very similar, with slight social and economic advantages for the latter. No difference in parental attitude towards education was found. The findings of the study show that, overall, the children who had Head Start experience still were more prepared for learning than their classmates after the six months had passed.

2. Preschool Programs

a. An experimental Preschool Program for Culturally Deprived Children - Interim Report (Gray and Klaus, 1965)

An experimental preschool program was set up to provide a school experience for culturally deprived negroes in the upper South. The preschool program had a specially trained head teacher, with four assistants for each group of 4 - 6 children, divided equally by sex and race. The teachers and assistants held 'work sessions' each day to devise lesson plans and experiences for the group. While the materials and activities used in the summer sessions did not differ radically from those of a conventional nursery school and kindergarten, they were utilized in a different way.

The goals of the program were: 1) to provide different stimuli for the pupils, emphasizing the most relevant in terms of intellectual development; 2) to encourage adult reinforcement of activities, emphasizing curiosity and experimentation, elements often surpressed in the deprived home; and 3) to supply motivation for achievement through classroom activities and through parents via a home visitor program.

Sixty culturally deprived negro children (median age 5) from a community of 25,000 in the upper South were selected for this program.

The population was divided into three groups. Each group was tested at the beginning and end of the summer for three years. T_1 attended summer school for three summers; T_2 attended summer school for two summers; T_3 did not attend summer school; T_4 an additional control group, did not attend school. Testing instruments included: the Stanford Binet (replaced once for variety with the WISC), the PPVT (alternating forms A and B), and the Illinois Test of Psycholinguistic Ability (administered only twice).

Testing results on the Stanford-Binet showed a rise in the mean score for T_1 of 9 points and for T_2 of 5 points. The mean scores for T_3 and T_4 dropped 4 and 6 points respectively. Results on the PPVT were much the same, except that T_1 and T_2 did equally well. The ITPA scores were recorded for the two experimental and the two control groups combined. Although functioning for both groups was somewhat below the norm, the experimental group was 8 months above the control group in language age.

b. Evaluation of Preschool Program at Clawson, Cole and Stonehurst Schools - Preliminary Report (Oakland Public Schools Research Department 1964-65).

This preschool program was designed to operate for the 1964-65 school year. The pupils attended half day sessions, four days weekly. Twenty were randomly selected from a group of volunteers for both the morning and the afternoon classes. The curriculum was based upon a recognition of individual differences. One teacher and three parent aides were present in each class. Parents were present at formal and informal class observations, and attended adult education classes.

The goals of the program were: 1) to increase readiness for school and thereby augment the probability of success in the primary grades, and 2) to encourage maximal development of individual potential in the areas of fluency with oral language cognition, physical development, social competence, interest in school, and feelings of self-worth.

Forty preschool pupil volunteers from a culturally deprived area were included in this program.

The children were tested just prior to the beginning of the program, with post-testing 17 months later (after the children had completed a semester of kindergarten). The tests used were: Peabody Picture Vocabulary Test, Perceptual Ability Forms Test, OPS Expressive Vocabulary Test, and the Vineland Social Maturity Scales. Other instruments included were: In-take Parent Interviews, Teacher Ratings of Children, and End of Program Parent Interviews.

Post-test score data for the two groups revealed that the experimental group showed significantly more growth on the Peabody Picture Vocabulary Test scores than the control group.

Ratings of students by teachers indicated that significant progress had taken place on most dimensions measured. Parents of experimental group children responded very positively to the program in interviews with 52 cases.

The following interim conclusions were reached. By the middle of the kindergarten year there were only slight differences in test score gains in favor of the experimental group. Over the duration of the program, preschool staff members reported significant growth in the areas of mental health, socialization and communication. Parents' responses to the program were very positive. A complete assessment of the program was not reported, due to the need for further analysis of the data and subsequent follow-ups on the experimental and control children.

c. Fels Foundation Project for Developing Youth Potential (Preschool Program 1966) Kings County, California

This program was designed to provide deprived children with the opportunities and experiences necessary to bring them to the level of their middle class peers. In addition to the basic curriculum there was emphasis on parental and community involvement as well as extensive health diagnosis and treatment.

The goals of the program were: 1) to provide the children with experiences designed to increase their listening and speaking vocabulary; 2) to stimulate their curiosity; 3) to stimulate communication with adults and peers; 4) to develop a more adequate self-image; 5) to develop a sense of personal responsibility; 6) to provide models for identification; 7) to develop a trust in adults; and 8) to help parents to help their children.

Seventeen female and 26 male culturally deprived pupils with calendar ages of 3.6 to 4.1 comprised this group.

The subjects were administered the Peabody Picture Vocabulary Test, Form A, the Goodenough Draw-a-Man, and the Vineland Social Maturity Scale. These tests were given in the homes of the children. The Peabody and the Goodenough were administered by a psychologist and the Vineland by a psychiatric social worker. The Goodenough and the Vineland were on a pre- and post-test basis. No mention was given of the Peabody testing schedule.

Six girls and 14 boys failed to score on the Goodenough although the PVI mental age of these twenty children ranged from one year and eleven months to five years and eleven months. The average calendar age for the entire group of forty-six was 4.6, the average mental age on the PVT was 3.7 and the average IQ was 71. Of the twenty-six who scored on the Goodenough the average M.A. was 3.11. The range of mental age on the forty-six PVT's was from 1.11 to 6.6, as compared to the calendar age range of 3.6 to 4.11. The range of the Goodenough Draw-a-Man for the 26 whose scores were 3.3 to 6.6. The change that occurred in 1964-65 group, as measured by the Goodenough was reported as significant.

Preschool experience had a positive effect on parents as well as on children. There was increased attendance at parent-teacher conferences and better home-school communication reflected in less absenteeism. Parents came in as volunteers.

The elementary school reported that the children from the program got along with other children, expressed themselves orally, were self-disciplined, and had an awareness of the surroundings. The school further reported that the children were happy away from home, accepted discipline, worked well with groups and could assist others. They were also able to express themselves rhythmically and musically, could use instructional materials, and work with mathematical concepts. They were able to make choices and decisions, and speak fluently about firsthand experiences. In physical skills, the children with preschool experience could manipulate large and small toys and demonstrate eye-hand coordination.

The authors report that the preschool children were more prepared for first grade than their non-preschool classmates. They went further in reading readiness and improved their mathematical skills. The children expressed themselves better and were able to speak in complete sentences. Adjusting to unusual circumstances and following directions was easier for them. They developed a positive self-concept.

d. Evaluation of AB1331 Preschool Program (Oakland Public Schools Research Department 1966-67)

The program was structured to provide each child with an individual sequential series of learning experiences. The curriculum included orientation to the environment, concepts of time, development of sensory and motor experience, and language development.

Parents were given adult education classes, and participated in the classrooms as teacher aides. The staff was made up of the teachers, teacher aides, a school-community worker, and one preschool public health nurse per 200 children. There were preservice and in-service training programs.

The goals of the program were as follows: 1) augmentation of conceptual and cognitive development; 2) improvement of language skills; 3) stimulation of interests and curiosity; 4) improvement of social-emotional adjustment; 5) improvement of school-parent understanding; and 6) establishment of a health program.

The participants of the program were divided into three groups. Experimental Group 1, tested in November 1966, consisted of a random sample of 89 children from each of the 4 preschool centers. Experimental Group 2, tested in March 1967, consisted of 51 of the 61 children who would attend the program for a total of 1-1/2 years before entering kindergarten. The Comparison Group, tested in November 1966, consisted of 49 children who attended kindergarten at schools where the four preschool centers were located. These children were from the same community as the experimental children, and their parents were also welfare recipients. (No preschool age children not attending preschool could be found.)

The Pictorial Test of Intelligence was administered. Teacher ratings were completed, and the staff filled out questionnaires on the preschool program and on parent participation. The parents also filled out questionnaires and parent interviews were conducted. The medical staff kept a daily record of contacts.

The results of the Pictorial Test of Intelligence (PTI) provided baseline data regarding the conceptual and cognitive development of preschoolers. In addition, the measurement of a group of welfare-receiving kindergartners early in their regular school careers provided a comparative frame of reference, or expectance level, with which to compare the performance of program participants at the time when they entered kindergarten. Generally, the experimental and Comparison Groups achieved low IQ scores. Median mental age scores were 9 to 15 months below chronological ages for these groups. The median and quartile values of both the IQ and mental age score distributions suggest a more rapid rate of development for the Experimental Groups. Medians and quartiles of the PTI sub-scale scores achieved by the Experimental and Comparison Groups of children reflected a wide range of scores within each group. Although score averages were low, a number of children scored well above their chronological age on various sub-scale mental tests. There were more fluctuations in the profile of sub-scale mental age scores of the Comparison Group than was true for the two Experimental Groups.

Both Comparison and Experimental Group 1 children achieved relatively higher "Immediate Recall" sub-scale scores than for other sub-scale categories. Experimental Group children scored higher on "Similarities" than they did for the other sub-scale categories.

The pre- and post-program teachers' ratings of selected aspects of behavior were analyzed for evidence of positive shifts in development and increased readiness for entrance into kindergarten. These ratings, while subjective in nature, do provide information regarding important characteristics not readily measured by conventional standardized testing procedures. Teachers' ratings of social and coping behavior and communication skills were predominantly higher at the end of the program than at the beginning. The majority of the statistically significant shifts occurred in the area of communication skills. The pre-ratings of Experimental Group 2 were somewhat lower than the pre-ratings of Experimental Group 1. This may be attributed to the earlier entrance age of the former group. However, the ratings of the younger Experimental Group 2 children improved more dramatically than those for Experimental Group 1.

Teachers' reports of parent involvement indicated that a moderate proportion of parents were being contacted under a variety of circumstances, and that there was marked variation among the centers in the number of parent contacts that took place. A percentage of teachers indicated that the attendance aides functioned well in providing information to parents. Their effectiveness in securing parent involvement was not rated as highly but the teachers' opinions suggest that the aides have been instrumental in helping to bring about the involvement of a number of parents.

Nearly 4000 parent contacts were made by nurses during the fall to spring period. More than 350 contacts with community agencies were made to provide information and/or services for the children. One-third of the children were identified as having major medical problems, and nearly one-half had dental problems. Of this group, 502 of the children who had health problems were seen by a medical agency, and 329 children with dental problems were referred to agencies for dental care.

The results of the Parent Interview Survey parallel the results of the Staff Questionnaire and the Parent Questionnaire in that very positive evaluative opinions about the preschool program were expressed. One hundred percent of the parents indicated that they felt that their children were better prepared for kindergarten as a result of attending the preschool program. More than 90% of the parents felt that they had been kept adequately informed of the activities of the preschool program. All but five of the parents interviewed said that they had visited pre-school at least once. More than 95% "enjoyed very much" observing the children and 86% "enjoyed very much" helping the teacher. The parents who were "parent leaders" were very enthusiastic about the opportunities to work with the children and to meet other parents.

e. Preschool Intervention through a Home Teaching Project. (Weikart and Lambie, Ypsilanti, Michigan, 1966)

The basic educational procedure of the project was a one-and-a-half hour per week home visit to each participating family. The visits allowed a carefully individualized program to be initiated involving the mother and her four-year-old child. The contact was to permit the systematic development of the foundations necessary for intellectual functioning by the child through direct tutoring, and to give occasion for the development of the language, teaching and child management skills by the mother.

The project operated with four state certified elementary school teachers without any previous training in home teaching and a curriculum development supervisor who worked directly with each teacher in her program planning.

The program consisted of a 12 week project conducted in the home of 35 culturally deprived families. An experimental end control group were chosen from among 4 year old disadvantaged children in the Ypsilanti School District.

Tests administered were the Stanford-Binet, the PPVT, and the Weikart Educational Attitude Test. The teachers filled out home teaching ratings weekly. The S-B and PPVT were given on a pre- and post-test basis.

The experimental group obtained statistically significant greater change score than did the control group on the Stanford-Binet. There was no significant difference on the Peabody.

In a correlational analysis of environmental variables and IQ scores, environmental determiners of intellectual growth such as parent education, developmental "mile stones," birth conditions, etc. hold true for these two samples of culturally deprived children. There is also a far stronger relationship between environmental variables and IQ for the control group from the post-test than from the pre-test scores even though there was only a 0.9 IQ point gain in group mean. This finding would tend to indicate that a test experience or 'rehearsal' allows more accurate individual scores than those obtainable at the initial testing. For those children participating in the home teaching program, the pattern is one of decreased correlation with environmental variables after the 12 week intervention. It would seem from these data that the home teaching program has the effect of 'freeing' the culturally disadvantaged child from the environmental determiners of intellectual growth.

Weekly, systematic home teaching ratings were made by the teachers. These ratings included an adjective rating scale similar to a semantic differential scale, assessing extent of mother participation, general cooperation, etc. Correlations of the adjective ratings and initial Stanford-Binet IQ indicates that mothers seen as 'good' by the teachers had children with high IQ scores. Ratings of *deep*, *going somewhere*, *sensitive*, *fresh*, and *together* were positively and significantly correlated with IQ. Upon completion of the program, there was no significant relationships between teacher ratings of mothers and IQ of children. However, mothers as *bad*, *erratic*, *shallow*, *hard*, *insensitive*, *stale*, and *cloudy* had children who obtained significantly higher IQ gains as a result of the program. On all adjective pairs, high IQ gain was associated with qualities in mothers that teachers regard as 'bad'. In addition, mothers who tended to be the least cooperative had children who had high IQ gain scores. Also, high IQ gain score children tended to come from families who were 'worse off' in terms of general environmental variables.

Attitude toward education was measured by the Weikard Education Attitude Test. Of the eight areas assessed by the test only one attitude area was changed significantly as a result of the intervention program. Mothers in the home teaching experimental group attributed to teachers more favorable attitudes toward mothers than did mothers of control children.

f. Perry Preschool Project, Ypsilanti, Michigan (Weikart, 1967)

The Perry Preschool Project consists of a cognitively oriented preschool program and home visits involving mothers in the educative process. The project has been in operation since September, 1962 and is scheduled for completion in December, 1968.

The program is a permissive but teacher-structured one to guide the children toward increased cognitive development. Heavier emphasis is placed on verbal stimulation and interaction, dramatic play, and field trips than on social behavior and other traditional concerns of nursery schools. The instructional method consists of "verbal bombardment." The teacher maintains a steady stream of questions and comments to draw the child's attention to aspects of his environment. The complexity of the language increases as the child's verbal ability develops.

The program includes weekly home visits by the teachers in which the mother is encouraged to participate in the actual instruction of her child. At this time the teacher demonstrates child-management techniques. Group meetings of the mothers and fathers are also held.

The goal of the program is to compensate for mental retardation associated with cultural deprivation.

The project consists of a two-year preschool project attended by negro mentally retarded children from deprived families. Longitudinal information was drawn from a group of children who had had one year each of nursery, kindergarten, first and second grade, and at the time of the study were in third grade. The control group was matched in deprivation, IQ, Stanford-Binet, and other measures of performance and behavior.

Tests used for evaluation are the Stanford-Binet intelligence scale, the California Achievement Test, the Pupil Behavior Inventory, and the Ypsilanti Rating Scale.

The Stanford-Binet scores indicated no significant difference initially; at the end of kindergarten and first grade the difference was not significant -- the experimental group decreased, the control group increased; at the end of second grade the scores were almost identical.

On the California Achievement Test, scores at the end of the first and second grades showed the experimental group to be significantly superior. From the teacher rated Pupil Behavior Inventory five factors were obtained: classroom conduct, academic motivation and performance, socio-emotional state, dependence upon teacher, and personal behavior. There was a significant difference in favor of the experimental group on only one factor at each grade level: kindergarten - academic motivation; first grade - socio-emotional; second grade - personal behavior. Excluding the teacher dependency factor, the mean ratings favored the experimental group on all factors each year. There was little difference in teacher-child relationships in spite of greater experience in school by experimental children.

On the Ypsilanti Rating Scale the experimental children were rated consistently higher at each grade level. The differences reached significant proportion in second grade, where experimental children were marked significantly higher than the control children in social developments, verbal skill, and emotional adjustment. They were not rated significantly higher by their teacher in academic potential, in spite of their better actual achievement on standardized tests.

Several conclusions were drawn from this study. It was found that preschool experience did not significantly change IQ scores, although it provided the foundations necessary to improve academic achievement. In spite of the greater school achievement, no difference in teacher-child relationships could be found. There was, however, a definite positive difference in school behavior, with the effect increasing rather than decreasing each year. All in all, the program was successful in increasing the academic achievement of the experimental group, but had no effect on the IQ scores of the children.

3. Kindergarten and Primary Programs

a. Final Report: A Pilot Project for Culturally Deprived Kindergarten Children (Larson and Olson, 1965)

The curriculum was designed to stimulate growth in language development, social skills, self-concept, and cultural differences. One and a half days weekly were devoted to field trips, considered beneficial for all four growth areas desired.

The participants were culturally deprived children in Racine. The writers used a contrast rather than control group for comparison. (The difference between the group made direct comparison less statistically feasible.) The groups were not matched in intelligence, achievement, or race, although the selection procedure did produce groups similar in sex and age (mean age for both groups: 5.3). After the kindergarten year all subjects in both the experimental and comparison groups were randomly placed in first grade classes at their respective schools.

Tests were given at the beginning and end of the kindergarten year and at the end of first grade. Instruments included: Language Development Illinois Test of Psycholinguistic Abilities, Metropolitan Readiness Test, Tape Recordings, Binet Vocabulary, Symbol Recognition Test, Teacher Screening Device, Body Type -- Self Measure; Self Concept; Impossible Question, Sex and Race -- Self Measure, House-Tree-Person, Teacher Screening Device, Social Skills: Parent Questionnaire and Teacher Screening; Cultural Difference: Parent Questionnaire, Teacher Screening, General Information Test, Enrollment Form, Stanford-Binet Intelligence Test.

On the ITPA, the experimental group made significant gains on seven out of nine subtests while the contrast group made significant gains on only two, although they improved on seven.

On the Metropolitan Readiness Test, both groups gained significantly. The scores on the Primary Battery showed the same rate of increase for both groups during first grade.

On the Symbol Recognition Test, both groups made nearly perfect scores. No retest was given. No difference was found on the tape recordings. On first grade reading tests, 90% of both groups were given either D or F.

There was no difference on the Self-Concept tests except for the Draw-a-Man. The experimental group evidenced growth on this test through first grade, while the contrast group did not. It is of interest to note that when asked to select their race, many more negro than white children made a wrong selection.

In social skills the contrast group was found to be less tardy than the experimental group. There was no difference in marking on the teachers survey. The experimental group, however, received higher report card markings in first grade than did the contrast group.

As the IQ approaches 100, it is asserted that effects of social deprivation are being overcome. For this reason, the Stanford-Binet was used to measure cultural differences. Both groups improved their IQ, the experimental group having a slightly higher than mean IQ. By the end of first grade, there was no difference between the groups.

The conclusions state that although the experimental group surpassed the contrast group in various areas in kindergarten, the groups were equal by first grade. The program had no effect on attendance or tardiness. Most important, it did not prevent a poor start in reading for program participants, the main goal of the project.

b. Preschool and Primary Education Project-Annual Progress Report (Curtis and Berzonsky, 1967)

The program was implemented at the nursery and kindergarten levels and a summer program established. In-service training for teachers, a parent education program and social service program were established. The experimental curriculum was a highly structured remedial language program based on diagnostic information provided by the Illinois Test of Psycholinguistic Abilities (ITPA).

The goals of this program were: 1) to compensate for language deficiencies, 2) to provide educational experiences for disadvantaged children, 3) to develop more positive parental influence on the children's education, 4) to remedy social problems affecting academic performance, and 5) to train personnel to handle problems particular to the deprived population.

One hundred and eighteen children of lower socio-economic families in six districts participated in the program.

Results showed significant IQ gains from the beginning to the end of nursery school. Better parent attitudes and a better social service program were achieved. It was suggested that while the curriculum itself was not universally adequate for all disadvantaged children, the usefulness of portions of the ITPA curriculum might be dependent on the teaching methods of the teacher for its success or failure.

c. Modifying the School Experience of Culturally Handicapped Children in the Primary Grades (Liddle)

This Quincy, Illinois, curriculum was designed to increase the children's base of experience and to increase their ability to express themselves verbally. Lessons were taught to develop the senses. Field trips were taken. During free periods, the faster and slower children were separated. The summer program featured summer activities and a reading workshop.

The project administration staff supplied equipment, insured smooth interaction between groups, and was available for consultation. The teaching staff consisted of 5 inexperienced and 17 experienced teachers. Family workers provided a home-school link. In the classroom, college students assisted twice weekly.

Mothers and fathers were encouraged to participate in the classroom as assistants. Fifty percent of the parents attended group discussions on child behavior, and newsletters were sent home. The family workers helped the families of special problem children and acted as home-school liaison. Medical services, employment help, and remedial classes were supplied for the families.

The goals of the program were to modify the school and community and experience of deprived children, and to enlist the support of their parents in helping to motivate the child.

The experimental group for this program consisted of 225 kindergarten pupils. The control group consisted of 225 pupils.

The parent population consisted of two separate groups. The one composed of migrants from rural areas near Quincy was handicapped by a lack of education, restricting it largely to semi-skilled and unskilled labor. The second group was composed of native Quincians who did not have the ability, skills, or motivation to be successful enough to live in a more desirable section of the city. About 10% of the population was negro.

The Stanford-Binet, PPVT, Primary Mental Abilities Test, and the Anthony-Bene Family Relations Test were adminstered to the children. Parent interviews were held and the teachers were asked to fill out evaluation forms.

It was found that at age 5 the average IQ of the children was 95. Significant gains were made on the PPVT and PMAT. Male student assistants in the classroom had an especially strong impact. Final conclusions are to be drawn after the five-year program is completed, following the children through third grade for final testing at the end of that year.

4. School Programs above the Primary Level

a. Compensatory Services in the Boston Public Schools - Elementary Enrichment Program - Day School Program (Ohrenberger, *et al*, 1967)

The curriculum of the Boston Day School Program included reading, field trips, inter-school projects, assembly programs, and grade libraries. Junior Grade I (between kindergarten and first grade) and Junior Grade IV (between third and fourth grades) were established for slower children. There was a parent program and a community involvement program.

The staff consisted of team teachers, special art, music, and science teachers, school adjustment counselors, research assistants, a psychiatrist, and non-professional aides. An in-service training program was established.

The objectives of the program were to increase motivation, develop latent talents, and improve the self-image of the children.

Participants were 12,700 children in 38 schools.

Reading achievement increased by 11 months while arithmetic achievement increased by 12 months.

The principals reported that there were 157 assembly programs, with parents invited to attend. They were also asked to visit classes. Community involvement was assessed as good, and a lay Advisory Committee was established to further school-community relations. The school adjustment counselors reported definite progress toward better home and school relationships with parents indicating satisfaction with program and teachers. Teachers reported improved attendance and that children were more enthusiastic about work and activities.

b. Final Report of the Evaluation of the Program for More Effective Schools (Fox, 1967)

Six classes, grades 3 to 6, per school, were randomly selected for observation. Principals were asked to add three classes to the list to insure a "balanced view." A special team visited pre-kindergarten to second grade classes. In the eight control schools, selected because of their similarity to ME schools in terms of location and population, classes were picked by the same method. The Free Choice Open Enrollment Program was used as a second control group. Thirty observers (educators and social scientists) were sent in teams of two to observe classes and interview staff.

Instruments used were the Individual Lesson Observation Report, the Teacher's Behavior Record, the General School Report, the Teacher Questionnaire, the Administration and Staff Interview Guides, My Class and My School (perceptions of self: school paper and pencil inventories given to upper grade children), and the Metropolitan Achievement Tests in Reading and Arithmetic.

Observers' ratings for MES and control children were no different on verbal fluency, interest and enthusiasm, extent of participation, and frequently of spontaneous questioning.

The MES children had a slightly more positive conception of class and classmates than the control group, but less positive than the Open Enrollment group. The MES program had no effect on arithmetic achievement and little effect on reading achievement.

The teaching process was found to be better in the MES program than in the control programs. Teacher attitude and behavior in class were judged to be better than the control group, but worse than the Open Enrollment group. The classes, although smaller than average, were being taught as if they were large. No advantageous use was made of the small class size.

The MES classrooms were judged as "nicer" than the control or OE classrooms. A better attitude on the part of the MES administration, staff, and teachers was indicated. The attitudes of children toward teachers were the same in all schools. Suggestions for improvement of the MES program included better teachers, in-service training, and different ability level grouping.

The evaluators of the pre-kindergarten through second grade classes reported that children's and teachers' in-class functioning was better in the upper grades. No difference was found in teacher attitude and behavior. Upper grades school attractiveness was rated superior to the middle grades.

5. Summer School Programs

a. The Effect of a Summer Program on First Grade Achievement (Thompson, 1967)

The disadvantaged were compared with a higher economic group on the PPVT, the Preschool Inventory, the Behavior Inventory, the Stanford Achievement Test, teacher-assigned achievement ratings, and a family information questionnaire. The experimental group had a lower mean intelligence score and lower achievement on all measures. However, the difference was not significant.

At the end of the first grade the only significant differencs between groups was on vocabulary. Mean scores on other measures did decrease as economic level decreased. The initial differences in rated adjustment disappeared by the end of the summer session, and did not reappear throughout first grade.

b. Summer Reading Programs for 1st, 2nd, 3rd grade Deprived Children (Perkins, 1967)

This study investigated the effects of a summer reading program on first, second, and third grade deprived children.

The sample population consisted of 801 negro children completing first, second, and third grades in Atlanta, Georgia. The six-week summer reading program was attended by 480 pupils.

Testing occurred in June, September, and May. The instruments used were the Bond-Barlow-Hoyt New Developmental Reading Test and the CTMM.

Results showed that over the summer period, as a whole, at each grade level, and at three intelligence levels, females made greater gains than males. The experimental children gained more than those who did not participate. The highest intelligence levels made the most gains and the lowest the least gains. Third graders made the most gain and first graders the smallest, however, the follow-up test in May showed the results reversed: third graders made the smallest and first graders the largest gains.

c. Evaluation of Elementary Summer School (Oakland Public Schools Research Department, 1965)

Diversified elementary summer school programs were provided at four sites.

The primary concerns of the summer programs were: 1) increasing achievement levels; 2) reduction of summer learning losses; 3) stimulation of aspirations and motivations for learning; and

4) enrichment of experimental backgrounds of students whose restricted knowledge and interests tend to handicap them in their educational progress.

The group consisted of approximately 1600 students, ranging from pre-kindergarten through fifth grade.

Evaluation instruments included a teacher evaluation of summer school programs 1965, a special activities report, an evaluation of new materials, and an estimate of pupil progress. Third, fourth, and fifth graders were asked to complete multiple choice and fill-ins on questionnaires. Third through sixth graders took the Metropolitan Reading Test and the Metropolitan Arithmetic tests. Parent questionnaires, psychological and guidance reports were also completed.

Parents and teachers were optimistic about the children's progress, especially their motivation and enthusiasm for learning. Academically they made slightly better than month-for-month growth, something not true of their past records. The project intends to follow the children's progress for several years. Conclusions cannot be drawn until the program has been completed.

d. Evaluation of 1966 EOA Elementary Summer Schools
(Oakland Public Schools Research Department, 1966-67)

Students attended from 8:45 to 12:05. The program allotted one hour each to reading, mathematics, and enrichment activities. Enrichment activities included field trips and classroom projects in science, language arts, music, etc. Activities were frequently coordinated with the preparation for, the summation of, and the expression of field trip experiences.

The objectives of the Oakland Summer Program were to help students improve academic work and to minimize learning loss during the summer. The program was intended to provide experience to stimulate interest and to motivate higher aspirational levels.

Students from kindergarten to fifth grade attended one of four schools during the summer.

Evaluation instruments included a teacher rating of enrichment activities, psychological consultants reports, and the Stanford Achievement Test in Reading and Arithmetic administered to grades 3 through 5. An attendance summary was submitted.

Standardized test scores indicated moderate growth in academic achievement. Teachers' observations of students' work confirmed the test results and indicated substantial growth in study habits and increase of self-confidence. More than two-thirds of the parents, indicated by a questionnaire sampling, said they noted improvement in reading and mathematics. Students in the third, fourth, and fifth grades indicated that they enjoyed summer school, finding more features that they liked than they disliked.

6. Language Development Programs

a. The Language Arts Program of the District of Columbia (Dailey and Neyman, 1965)

The Language Arts Program of the District Public Schools was designed to develop the oral and written language facility and comprehension of culturally deprived children. Its purpose was to teach standard English to those children who, in effect, speak an urban dialect. The children attended project schools and summer education centers.

Two hundred sixty two students from the group who had attended kindergarten and were still enrolled in program schools comprised the experimental group. Students in eight similar District of Columbia elementary schools served as controls: 369 students with school attendance similar to the experimental group.

Scores for the Metropolitan Reading Readiness Test, the Metropolitan Achievement Test, the Stanford Achievement Test, the PPVT, the Verbal subtest of the Merrill-Palmer Action Agent Scale, and the teacher ratings were available for both the experimental and control groups. The Gates Reading Test and the Dailey Language Facility Test were administered to the experimental group only.

Results showed that the experimental group scored higher in word meaning, language facility, picture vocabulary and on the Merrill-Palmer Scale. They scored higher in reading, and particularly excelled on the English Error Score, making fewer speech errors than the control groups.

III. RATIONALES FOR EVALUATION TECHNIQUES

Techniques used in implementing the National Evaluation research design were chosen for their maximum contribution to the basic strategy of the design, i.e., aid to the decision-makers.

A. Instrument Selection

1. Academic-cognitive and personal-social dimensions

Validity and reliability requirements were the initial criteria for instrument selection. Substantial instruments which met this first criteria were then evaluated in light of the following:

a. Budgetary Requirements

b. Time Limitations

Tests were sought which would provide an adequate sampling of each child's performance, while not requiring an inordinate amount of time, interfering with instruction.

c. Group Administration

As individualized testing was not possible, group tests were selected. Tests which could be administered in small groups were preferred, permitting adequate adult supervision.

d. Teacher Administration

The decision for teacher administration of the tests was made for the following reasons:

(1) Teacher administration eliminated the obvious confounding variable of the child's reactions to a stranger. This consideration was particularly essential as testing was done during the first eight weeks that the child was in a school situation. It was also expected that the child's familiarity with the teacher would provide scores that were consistent with his daily performance.

(2) Teacher administration eliminated any unfeasible fees on the local or national levels for additional consultants.

(3) An opportunity was offered to the teacher to quickly learn a great deal about the child.

(4) Teacher familiarity with the tests made it possible to incorporate the results in teaching procedures.

Since many commercially available tests met the above criteria reasonably well, tests that were less likely to be used in the local evaluations were selected. Less contamination due to testing was expected if the groups were not exposed to the same tests in the pre-test/post-test interval.

The measures selected were:

Academic-Cognitive
Screening Test of Academic Readiness
California Short-Form Test of Mental Maturity
California Achievement Test, Lower Primary (First Grade Only)

Personal-Social
Pre-School Attainment Record
Bristol Social Adjustment Guide

A brief description of each of the instruments follows:

The Screening Test of Academic Readiness (STAR)	This test is designed to predict the pre-school child's readiness for academic instruction. Its subtests consist of items commonly found in individual tests of intelligence. The STAR can be administered to groups of children within 60 minutes. Deviation IQ scores can be derived. Published studies report independent measures of reliability ranging from .88 to .93. Concurrent validity with the Standard-Binet, Form L-M is reported as .72.
The California Short-Form Test of Mental Maturity, Level 0 (CTMM)	The CTMM is designed to measure intellectual functioning. This test yields eight scores: opposites, similarities, analogies, numerical values, number problems, verbal comprehension, delayed recall and total score. It requires approximately 90 minutes of testing time. Studies report that the reliability coefficients for this test range from .80 to .96. Validity correlation coefficients with the Stanford-Binet are reported to be .88.
California Achievement Test, Lower Primary (CAT)	This test yields ten scores: reading vocabulary, reading comprehension, total reading, arithmetic reasoning, arithmetic fundamentals, total arithmetic, mechanics of English, spelling, total language, and total battery. The CAT was selected for use with first grade children only.
Pre-School Attainment Record (PAR)	This test is a lower form of the Vineland Social Maturity Scale and was used for the pre-test only. It is designed to be used as an observation or interview schedule. It yields an Attainment Age and, if desired, a social quotient. Item

definition booklets permit the observer ready reference to the author's meaning for each item. The items contained in the PAR are calibrated at six month intervals from a life age mean of .5 to 7.0. The items are organized into eight categories: ambulation, manipulation, rapport, communication, responsibility, information, ideation, and creativity.

PAR Revision	With agreement from the publisher, the National Evaluation staff revised the PAR for post-test use only. The format was changed from a fold-out form with a separate booklet of definitions to a test on single pages with definitions accompanying each item. A separate answer sheet was also added. Items which 91% or more of the population passed on the pre-test were dropped as inappropriate for this group. As the revision yields the eight categories of the original forms, results from pre- and post- are comparable. An attainment age and social quotient are also obtainable by adding specific constants. (See Appendix B for PAR Revision Form.)
Bristol Social Adjustment Guide (BSAG)	This guide is a three page folder containing 250 descriptions of behavior. The teacher is asked to underline the descriptions which best fit the child. Approximately twenty minutes are needed to complete a record for one child. Items of behavior which are deviant in varying degrees or are symptomatic of emotional disturbance or social maladjustment are identified by a coding system. Thus, it is possible, by summing the number of coded items, to show scores indicative of maladjustment. Scores are obtainable for eleven categories of behavior; inhibition, depression, withdrawal, anxiety concerning adults, hostility to adults, unconcern for adult approval, symptoms of emotional tension, and nervous symptoms, anxiety about peers, hostility toward peers, and restlessness.

2. Physiological Dimension

The selection of instruments for the physiological dimension was based on the following criteria:

a. In order to obtain the most complete health record, information should be collected and reported by the school nurse, dentist or physician.

b. Information on the child's health records and/or the information collected in his physical examination, or the lack of such an examination, should be reflected in the form.

c. Information concerning the child's health in relation to his classroom performance could best be supplied by the teacher.

d. The forms should be as brief as possible to reduce completion time which would be taken away from regular staff activities.

The measures selected were:

Physiological
Medical-Dental Questionnaire
Teacher's Health Observation Form

Medical-Dental Questionnaire	This questionnaire was adapted by the National Evaluation Office staff from the OEO Head Start CAP-HS Form 31. It consists of four parts - immunizations and vaccinations, screening tests, dental information, and medical health services required. It was designed to be completed by the physician, dentist, and/or school nurse for each child and to be used on a pre- and post-test basis. (See Appendix C for this form.)
Teacher's Health Observation Form (THO)	The THO is a one page form containing 37 items requiring a "yes" or "no" response from the child's teacher. It is designed to detect health factors which might interfere with effective in-school behavior. The original 36 item form was supplied by OEO Head Start. One additional item, "beaten or bruised," was added by the National Evaluation staff as appropriate for this population. (See Appendix D for this form.)

B. Population Identification

Since the National Evaluation staff selection of controls was designed to yield groups comparable to the *Follow Through* population by pupil characteristics and classrooms, the basic information needed was definition of the *Follow Through* population and a pool of control children. It was expected that requiring the projects to define their *Follow Through* population would yield not only population information but also information as to the functioning of the project directors and school administrators, both as to adequacy of organization and problems of the relationship of *Follow Through* to the regular school community. (See Appendix E for baseline population information items answered by project directors.)

C. Environmental Data

A stated goal of the *Follow Through* program is positive impact on the in-and-out-of-school environments. In order to assess any consequences of the exposure of the child and parent to the program, definition of the characteristics of the child, his family and his home environment must be made available. The environmental questionnaire, as designed, requires knowledge of the neighborhood beyond that normally available to the classroom teacher, thus necessitating completion by human resources personnel. As with the population identification information, this requirement was expected to yield information as to personnel functioning. (See Appendix F for this form.)

D. Site Visits

Standardization of test administration procedures required teacher orientation. The decision to have this orientation done by a member of the National Evaluation staff was predicated, not on the belief that a one or two hour meeting would turn teachers into well trained teachers or observers, but rather on the belief that the teachers and project directors needed face-to-face reassurance that "evaluation" did not make a hostile connotation. It was also felt that the tests and procedures could be explained to the teachers in such a way as to facilitate their more complete understanding of what was expected of them as testers for the National Evaluation. Mutual learning about each other's programs, i.e., the Local Project and the National Evaluation was expedited by opportunities for question and answer dialogues. In this dialogue, the National Evaluation staff was also able to offer assistance and assure the project personnel that future support and response to inquiry would be available.

E. Test Administration

Test administration concerns centered on timing and method. The pre-test period, starting October 16th, was selected in order to avoid conflict with holidays, and to insure that the child had had six weeks of "acclimatization" to the school atmosphere. Observation forms were to be completed the following week in order that testing would not be a confounding variable in behavior, and so that teachers would not have a prohibitive burden of extra work in a short time period.

The first week of in-class group testing for the kindergarten required a total testing time of 2-1/2 hours (including rest periods). For the first grade, the total testing time was 4-1/2 hours. Allowing an entire week for 2-1/2 or 4-1/2 hours of testing, enabled the teacher to space the sessions in a maximally efficient and comfortable way for her group. The amount of time taken from instruction was minimal in the light of information gained.

The post-test period was set from May 6-10 for the in-class testing and May 13-17 for the observation forms. This period was selected in order not to conflict with any local school testing and to be within three weeks of the end of school. Total testing time was the same as for the pre-test.

F. Feedback

Pre-test data were returned to each project (between late December and early February) in order to aid the local evaluators and to indicate areas in which program or curriculum changes might be desirable. The project directors received pre-test raw score information, by child, including BSAG Diagnostic forms and PAR profiles. Project personnel were offered the option of buying, at cost, a duplicate deck of keypunched cards with sub-scale totals and test totals for the STAR, CTMM, BRISTOL, PAR, and CAT. Examples of the clinical use of information available from the Bristol were mailed to all project directors (See Appendix G.)

Post-test feedback was returned to projects upon completion of the scoring, keypunching and data runs. This took the form of print-out sheets. The PAR instruments were retained by the project directors.

Reported on the print-outs for the STAR, CTMM, BRISTOL, PAR and CAT were the original 26 or 32 variables minus the three (3) IQ scales for the CTMM which were not completed for the post-test.

IV. DESIGN IMPLEMENTATION

A. Population Identification

The four groups comprising the population are:

A_1 -- Follow Through with Head Start*
A_2 -- Follow Through with No Head Start
B_1 -- No Follow Through with Head Start
B_2 -- No Follow Through and No Head Start

The identification of these groups was accomplished using the following procedures:

1. Follow Through

Project directors were asked to identify members of their Follow Through population. The selection of Follow Through children was based on the needs of the individual communities rather than on the National Evaluation design of two Follow Through groups, A_1 and A_2. Since the unequal numbers (Ns) of A_1 and A_2 are artifacts of the realities within the community , there may exist a disproportion between the two groups, or, in some instances, no A_2 group.

Project directors furnished the National Evaluation staff with baseline data about each child they had identified as a member of Follow Through. This information included sex, kindergarten or first grade, race, native language, father's occupation, mother's occupation, and family income.

As changes occurred in the Follow Through enrollment within the Project, they were reflected in the National Evaluation of Follow Through population list. Baseline data were acquired for additions to the population.

2. Control Groups

The final responsibility for selection of controls rested with the National Evaluation staff. This selection was made from a pool submitted by the project directors.

a. The following instructions were sent to project directors:

(1) Project pool selection for B_1 :

(a) Identify those children in your school district who participated in a Head Start Program and who are not enrolled in the Follow Through program. Do not select classes from buildings in which the Follow Through Program is being conducted. NOTE: If the building criterion (four schools) cannot be met, use as many buildings as there are available. If the classroom criterion (four classrooms) cannot be met, use as many classrooms as there are available. Within each identified school, select at least one classroom. Within each classroom, randomly select at least five children. The total number of children to be selected equals fifty.

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*Head Start is defined as actual Head Start or a comparable educational experience.

(b) Identify at least four school buildings in your district where children meeting this criterion (Head Start -- No Follow Through) are located. These buildings should, in your best professional judgment, be in the neighborhoods comparable to those where the Follow Through Program is being conducted. Furthermore, the schools, student and teacher populations should also be perceived as similar to Follow Through schools and population: NOTE: If there are fewer than fifty children in the district who can be selected with the application of the foregoing criteria, select all such children.

(2) Project pool selection for B_2 :

(a) Identify at least four school buildings in your district where no Follow Through Program is being conducted. These buildings should, in your best professional judgment, be in the neighborhoods comparable to those where the Follow Through Program is being conducted. Furthermore, the schools, student and teacher populations should also be perceived as similar to Follow Through schools and population. NOTE: If there are fewer than four schools meeting the above criteria use all such schools.

(b) Within each identified school, select at least one classroom. Within each classroom, randomly select at least five children. The total number of children to be selected equals fifty. NOTE: If there are fewer than fifty children in the district who can be selected with the application of the foregoing criteria, select all such children.

The control groups should ideally meet the criteria specified above. However, it is possible that your district's structure may not lend itself to adhering to these specifications. For example, you may have only one school building in the district which contains the Follow Through Program and the Head Start -- no Follow Through group. In such a case, select your "comparable classroom" from within this building. Apply this example to any situation peculiar to your district which prevents selection of groups according to the specified criteria.

b. The National Evaluation staff selected control groups using the following. To insure control group comparability and comparable classroom situations with Follow Through populations, the National Evaluation staff set up selection procedures utilizing the baseline data on the Follow Through pupils. The criterion was comparability of B_1 with A_1, B_2 with A_2 within projects.

In projects lacking an A_2, B_2 was selected to be comparable with A_1. The instructions designed for this procedure follow:

(1) for B_1 if more than four classrooms:

(a) Determine number of students (percentage of 20) needed for closest possible equalization with A_1 by percentages on the seven baseline variables.

(b) Eliminate any classroom of less than five students.

(c) Tally variables of race, sex, native language, and income for each remaining classroom. (Where family income is indicated, fathers' and mothers' occupations should not be directly utilized. However, when family income is not indicated, financial status comparability should be based on these occupation variables.)

(d) Look at Ns for each class. Compare against total Ns needed for each variable category. (Classrooms which most closely meet Ns needed can be drawn from last.) Classrooms which uniquely yield N needed should be drawn from first. The variable most unique to this classroom should be the basis for the first random drawing.

(e) Continue pulling subjects, up to 20, by variables as needed across classrooms, being sure not to have less than five students in a given room.

(2) B_2 if more than four classrooms:

(a) Use the same procedures for B_2 selection as for B_1, utilizing A_2 as the comparable group.

(3) For B_1 if only, or less than, four classrooms:

(a) If four, or less than four classrooms with five students per room, use all students if they are not totally uncomparable.

(b) If four classrooms with more than five students per room, select up to 20 pupils. First meet the largest percentage on a single variable, and then as closely as possible, approximate each of the other variables.

(4) For B_2 if only, or less than, four classrooms:

(a) Use the same procedures for B_2 selection as for B_1 utilizing A_2 as the comparable group.

(For a detailed breakdown of the outcome of control group selection by project, see Appendix H.)

B. Testing

1. Pre-Test

Administration of the pre-test battery, the STAR, CTMM, and CAT, was scheduled for October 16-20. The BSAG and the PAR were to be completed by teachers between October 23-27. To accommodate this schedule, the National Evaluation staff instructed the four test publishers to mail specified numbers of tests and manuals to each project director. (Manuals for each teacher with three extra, and the correct number of tests with ten extra were sent to each project.) The projects received these materials one week before the scheduled beginning of testing.

The research design and instruments selected necessitated test administration by the child's own teacher. On-site training of the teachers by the National Evaluation staff was accomplished by staff members visiting each project.

The National Evaluation staff interaction with the local project staffs included two elements:

a. Meetings were held with the project director, and local research staff and/or administration.

b. An orientation meeting for test administration training was attended by Follow Through and control teachers and by other local project staff. An honorarium was paid to teachers attending this after-school meeting where this did not conflict with local policy.

The training of these teachers consisted of a step-by-step explanation of procedures, i.e., the specified order and conditions for administration of the tests. Total in-class testing time, inclusive of rest periods, was estimated at 4-1/2 hours for first grade and 2-1/2 hours for kindergarten. This time was to be divided, within certain restrictions, as convenient for teacher and class. Teachers were asked to complete one BSAG and one PAR for each child during the following week. Materials for this meeting included tests, manuals and mimeographed instructions for each test. (For mimeographed teacher instructions see Appendix D.)

These teacher orientation sessions took place from September 7th to October 25th as governed by the date of initiation of testing for the individual projects. All of the projects pre-tested on schedule except the following:

PROJECT	STARTED	FINISHED	REASON
BB	Oct. 23	Dec. 27*	Difficulty in starting Follow Through Program
S	Oct. 23	Nov. 10	Illness of project director
B	Oct. 30	Nov. 10	Bus strike
U	Oct. 30	Dec. 21*	Teacher strike
Q	Unknown	Nov. 27*	Testing not done by teachers
R	Oct. 16	Jan. 25	Teacher illness caused delay in PARs and BRISTOLs
P	Oct. 16	Nov. 27*	Project director's decision to extend testing time for CTMM
Z	Unknown	Jan. 1	Translation of test instructions and observation forms

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*Date received in Pittsburgh

Twenty-eight of the 29 projects that were evaluated by the National evaluation staff permitted the teachers of both the Follow Through and control groups to administer the standardized tests. Project Q elected to have central office staff rather than teachers give the tests. Consequently, the data obtained on the pre-testing from this project will not be equivalent with respect to the rapport established between tester and testee.

Tests for any child not present during the project's regular testing period were obtained. If administered prior to December 1, the results were included in the pre-test analysis. If administered after December 1, scores were reported to the projects, but, because of non-comparability, were not included in analysis.

Hand scoring by trained scorers began immediately upon receipt of materials in the National Evaluation Office. Scores were recorded on the back of each instrument and on raw score tally sheets, duplicates of which were sent to the projects. Procedures were utilized for verification of scoring accuracy.

The charts below summarize the receipt of pre-test materials by the National Evaluation staff.

CHART A

Partial Test Batteries Received	Number of Cities
Oct. 23 - 27	7
Oct. 30 - Nov. 3	2
Nov. 6 - 10	7
Nov. 13 - 17	6
Nov. 20 - 24	1
Nov. 27 - Dec. 1	2
Dec. 4 - 8	1
Dec. 11 - 15	0
Dec. 18 - 27	1
Dec. 25 - 29	2
	29

CHART B

Complete Test Battery Received	Number of Cities
Oct. 27 - Dec. 29	1
Jan. 1 - 5	3
Jan. 8 - 12	2
Jan. 15 - 19	4
Jan. 22 - 26	3
Jan. 29 - Feb. 2	5
Feb. 5 - 9	2
Feb. 12 - 16	5
Feb. 19 - 23	3
	28*

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*Project BB did not complete all the information necessary.

A compilation of the tests that were returned showed a percentage of the original population lost due to pupils leaving the school district.

Population Losses Dec. 31, 1967

Follow Through:	1% (31 out of 3,000)
Control:	2% (21 out of 1,100)

Some children were not pre-tested at all or completed only part of the battery due to moving, illness or absenteeism.

Follow Through:	6%	(176 out of 3,000)
Control:	6%	(67 out of 1,100)

2. Post-Test Battery

Administration of the post-test battery, STAR, CTMM, and CAT, was scheduled for May 6-10. The BSAG and PAR were to be completed by teachers between May 13-17. Total testing time was the same as for the pre-test. Again, the test publishers mailed the correct number of tests (plus 15 extra) and manuals to the project directors two weeks before the test period. The Revised PAR was printed and mailed by the National Evaluation staff.

Again, the research design and the instrument selection necessitated test administration by the teachers. No orientation meetings were held for the post-testing because travel costs were not available within budget requirements, and, since the teachers had already given the test, an intensive orientation meeting was not necessary. Instructions to the project directors took the form of individual phone calls explaining each facet of the testing procedure, resolving any particular problems which occurred in the pre-test, and answering project directors' questions. Detailed written instructions for each test were also sent to each project director and to each teacher. (For mimeographed post-test instructions see Appendix J.)

As far as can be determined all projects tested on schedule except BB, G, Q, and K. Project G had a schedule conflict and was given permission by the National Evaluation staff to use the following schedule:

May 2-3	STAR
May 12-16	PAR, BRISTOL
May 13-15	CTMM

It was only after testing had begun that it was learned that the others had not followed the schedule, because of local difficulties.

In twenty-seven projects, testing was done by the child's teacher. Two projects, BB and Q, had central office staff or psychologists adminster the tests. Any child present for the two week period was tested; if absent for the entire period he was not tested. If a short absence within the period permitted testing sometime during the testing or observation weeks, it was done. Missing tests were not picked up at a later date, due to school closing.

Handscoring and machine processing began immediately upon receipt of materials in the National Evaluation office. The

BSAG was handscored and duplicates of the profiles sent to each project. The Revised PARs were left with the project directors and duplicate answer sheets sent to the National Evaluation Office.

No feedback was necessary on this instrument. Parts of the STAR and the entire CAT were handscored. The remaining STAR items and the CTMM were machine processed. Procedures were utilized for verification of scoring accuracy. Reports on the STAR, CTMM, BRISTOL, PAR, and CAT were sent to projects on print-out sheets after the tests had been keypunched. Projects were given the option of buying post-test data decks at cost.

Return of tests was scheduled for May 24. The following summarizes the date of receipt of materials in the National Evaluation office.

Date Received	Number of Cities
May 24	3
May 25-31	16
June 1-10	8
June 11-July 1	2
	29

3. Physiological Information

The OEO supplied the National Evaluation staff with CAP-HS Form 31 OEO-Head Start Medical Dental information. After consultation with medical and school personnel, this form was utilized with modifications to meet the Follow Through evaluation needs.

The form was designed to be completed by a school physician or nurse, since each project had indicated in its proposal that these personnel were available. However, in actual practice, medical staff was not always available and the form was completed by the project director, social worker, and/or teacher, utilizing health records. One form was to be completed for each Follow Through and each control child for the pre-test. Teacher Health Observation Forms were supplied by OEO (CAP-HS Form 30c). This form was designed to be completed by the teacher for each child.

For the pre-test, Medical-Dental and THO forms, with detailed instructions for pre-test completion, were mailed during the last week of November. It was suggested that four weeks should be sufficient time for completion. However, no project was able to meet this schedule.

For the post-test, THO's were to be completed as in the pre-test, one per child. For the post-test the original November Medical-Dental information forms were returned. The medical staffs were instructed to examine the original form, and mark in red any differences or changes in diagnosis or treatment which had taken place. This method shortened the time involved for the task and yielded the desired information. The THO's and Med-Dents were sent out in early April for a scheduled May 25th return. All medical information was received by the end of August.

4. Environmental Questionnaire

A questionnaire was developed in early February by the National Evaluation staff to gather descriptive information on the population, their parents and home environment. (A copy of this questionnaire is contained in Appendix F.) The questionnaire received Bureau of the Budget approval in May and was sent directly to the projects for completion, under the USOE cover letter. The May mailing data allowed the projects little time to complete the questionnaire before school ended. By July 1 Environmental Questionnaires were received from 27 projects: those from Projects BB and S were not received.

C. Data Analysis

1. Variables Selected for Analysis

Due to the multitude of variables available for analysis, intensive discussions were held by the Co-Directors and principal consultants regarding the selection of variables from the five (5) instruments. For two (2) of these instruments, no problem existed; the Bristol had to be analyzed by scales as did the PAR. For the STAR, the sub-tests were deemed to be inadequate for inclusion as variables (some only contained 3 or 4 items) and only the Total Raw Score and Deviation IQ were selected. After visits with representatives of the California Test Bureau and subsequent correpondence, the Co-Directors agreed that the "major" subtest totals would be more descriptive of the tests than the constituent component sub-tests; especially in light of the fact that kindergarten and beginning first-graders were to take these tests. Accordingly, only "totals" were selected as variables from the CTMM and CAT.

The selected variables appear on the following page.

Instrument	Variable No.	Description	Test Variable No.
STAR	1	Deviation IQ	(1)
	2	Total Raw Score	(2)
CTMM	3	Language Raw Score	(1)
	4	Non-Language Raw Score	(2)
	5	Total Raw Score	(3)
	6	Language IQ	(4)
	7	Non-Language IQ	(5)
	8	Total IQ	(6)
Bristol	9	U	(1)
	10	D	(2)
	11	W	(3)
	12	XA	(4)
	13	HA	(5)
	14	K	(6)
	15	HC	(7)
	16	Q	(8)
	17	Total	(9)
PAR	18	Ambulation	(1)
	19	Manipulation	(2)
	20	Rapport	(3)
	21	Communication	(4)
	22	Responsibility	(5)
	23	Information	(6)
	24	Ideation	(7)
	25	Creativity	(8)
	26	Total	(9)
CAT	27	Total Reading Vocabulary	(1)
	28	Total Reading Comp.	(2)
	29	Total Reading	(3)
	30	Total Arithmetic	(4)
	31	Total Language	(5)
	32	Total Battery	(6)

2. Statistical Analysis

The statistical analysis deemed appropriate for this study was analysis of variance. In all but seven projects, 2 x 2 analysis of variances were calculated. The remaining seven were treated as an one-way analysis of variance either because one of the four groups were not present, or in one case, less than five subjects were available in one of the cells.

An underlying consideration governing the analysis of the variance program employed was that a complete set of scores per instrument was required in order for any subject to be included in the analysis: i.e., if 52 subjects were originally selected in the A_1 group but only 47 had all six scores in the CTMM for example,only 47 subjects were included in the analysis. A second analysis was dictated in selected cases where it was found that too few subjects were included in one of the three cells used in the original calculations and accordingly, t-tests were calculated.

Since one of the major assumptions underlying analysis of variance is homogeneity of variance, F max tests were calculated on a number of the significant F ratios. It became readily apparent that in a majority of cases tested the assumption of homogeneity could not be met. However, because of the extremely significant F ratios obtained by analysis of variance (i.e., beyond the .001 level) it was determined that such significant differences were, in fact, true differences and would in all probability have been even higher had the variances been homogeneous.

Another unique problem which resulted from the rejection of the null hypothesis of homogeneity was the use of the statistic t'. This test of differences is employed whenever the variances do not come from the same population and when the number of subjects in each group is disproportionate.

The following information, therefore, represents tests of significance calculated by means of either a 2 x 2 model analysis of variance, a one-way analysis of variance, a t ratio, or the t' statistic. Instead of reproducing the statistics, a narrative summary is supplied.

In analyzing the 2 x 2 analyses of variance, there were variables indicating a significant interaction. Only in those cases were any further interpretations made regarding the influences of any one "cell" upon the others. For example, variable 3 of the CTMM in Project W revealed a significant interaction. An inspection of the cell means revealed that there was a higher mean for cell A_2(Follow Through-no Head Start) than the other three (3) cell means. A precise technical interpretation of this difference between differences would be that the difference between the A_1 and A_2 cells is significantly different than the difference between B_1 and B_2 cells. In addition, the difference between the A_2 and B_2 cells is significantly different than the difference between the A_1 and B_1 cells.

Two other conditions may also be the cause for significant interaction. In the first instance, one of the four (4) cell means may be considerably "smaller" and thus result in a significant interaction. The second instance may be a function of the two cells in a diagonal being greater or smaller than the other diagonal of cells. It is also possible that both pairs of diagonals may be different from one another. In any event, the same general statement concerning "a significant difference between the differences" is applicable.

In the later discussion of results, the procedure will be to describe any significant differences on either of the two (2) main effects or dimensions (Follow Through and Head Start) as well as any interactions. When a one-way analysis was conducted, the group or groups "differing" will be noted.

3. Environmental Data

A questionnaire was prepared to provide descriptive information on the population. Four major areas were included: the child, the family, the domicile, and the neighborhood. This information defines for the research staff and the funding agency a variety of "immutable" characteristics of the Follow Through population and the controls. The completed questionnaires were keypunched directly from the instrument with frequencies and percentages by item reported.

4. Process Data

Process information is concerned with the procedures used by the personnel in Follow Through projects to bring about desired changes. It provides the basis for determining the extent to which achieved objectives are related to the processes employed. This data includes specification of the nature of on-going programs and the identification of any unique components, including those which may vary in actual practice from those stated in each school's funded proposal. Even when the classrooms operate within a formalized model, differences in operation affect outcomes. When no formal framework is specified, process data provides the only source of information for decisions relative to program planning. In order to secure the most specific, as well as the maximum, process information from each project, the following areas were examined by the National Evaluation staff:

a. Follow Through and school administration
b. Curriculum
c. Classroom staff
d. Facilities and space utilization
e. Auxiliary professional services
f. Parental involvement
g. Children's behavior
h. Impact of Follow Through on in-service and out-of-school environment
i. Relationships of Follow Through, Community Action and other community agencies
j. Unanticipated problems and solutions
k. Local research

Each of these areas was examined in terms of proposed procedures (funded proposal) and actual practices. The actual practices were determined using the following four sources of information, where available:

1. Project Directors' Mid-Year Reports
2. USOE consultant reports received by the National Evaluation staff by June 1, and examined in terms of the National Evaluation Site Visit Form (Appendix M)
3. Initial site visit information and all communications between the National Evaluation staff and project directors.
4. In-depth site visit by Pittsburgh team.

A comparison of proposal vs. practice (process information) encompasses:

1. Review of proposals across project (See Appendix N)
2. Review of proposals vs. practice across projects (See Chapter VI, part C)

V. CONSEQUENCES: ANTICIPATED AND UNANTICIPATED

For each element of the design-population identification, instrument selection, environmental data collection, orientation site visits, and test administration - many anticipated, as well as serendipitous, products appear which supply essential information for development of a strategy designed to aid in decision making.

A. Instrument Selection

The instruments which were selected entailed specific demands and consequences. Expectations of extra information and benefit from the BSAG and PAR have been verified, specifically, in the area of teacher attitude toward the children of this population. The literature reports that many teachers approach the culturally deprived child with certain built-in biases which affect teaching and ultimately achievement. The BSAG and PAR, while yielding certain important factual developmental information, as well as definition and explanation of psychological problems, may also function as a teacher attitude rating instrument, since the perceptual base of the teacher is often clearly evidenced.

For all teachers, biased and unbiased, these instruments offer the opportunity as well as make the demand that the teacher both enlarge the number of ways in which she looks at the child and be more precise in her observations. Acquaintance with these procedures and the familiarity achieved by their use gives an awareness of the degrees of personal and social adjustment, a primary concern of Follow Through. Equipped with precise knowledge of the child, the teacher is then in a position to recognize the areas in which it is most essential to effect change. Even though this consequence could be logically anticipated, no information as to its occurrence was available to the National Evaluation staff.

STAR
CTMM
CAT

Administering the STAR, CTMM, and CAT gave the teacher a testing situation acquaintance with the pupil. The teachers' reactions, indicating their positive and negative feelings about the tests, provide information useful in selecting instruments to be used for this age group and this population. Most project teacher staffs had favorable reactions to the CTMM. Only two projects directors reported any difficulty. There was general agreement that the STAR was an excellent test for this group, while the CAT was not. Many teachers considered the CAT too difficult. (Results, however, indicated that the teachers often underestimated the child's ability.)

MED-
DENT

Employment of the Medical-Dental form yielded not only medical information, but also indicated the facilities and resources of the medical component of each project. At pre-test time the difficulties in form completion indicated that some projects were not fulfilling their proposed personnel commitments, while others had not devised or implemented an adequate system for keeping health records. As late as December, some project medical staffs were not sufficiently organized to begin completion of the form. The use of the Medical-Dental form ascertained the degree to which Medical staffs were operating. At post-test it was found that programs not getting medical services in December were sufficiently organized by June so that medical examination of the children would be completed by the end of the summer. It was also apparent that these programs operating inefficiently in December had still not implemented an adequate health record system.

THO The use of the THO form afforded the National Evaluation staff the opportunity to gain information on physical characteristics of the child as seen in the normal classroom situation, i.e., was the child in condition to function in the classroom. Completion of the THO encouraged the teachers by evaluating the child in terms of physical characteristics to become aware of whether or not the child was able to work, or even behave suitably in the classroom. The THO further supplied the teacher with a basis for referral of the child to appropriate services.

The THO was well received by the teachers, due to the relevance of the questions and the brevity of the form. On the basis of information received by the National Evaluation staff, the Medical-Dental and THO forms did function as a basis for referral.

B. Population Identification

The request made to project directors early in September to define their Follow Through population had many consequences. Some projects had not at that time selected pupils for the Follow Through classrooms, while others were not able to describe those selected in terms of variables such as income, race or native language. Many had not selected the Follow Through teachers and consequently could not specify classrooms. The National Evaluation staff's request for this information required that this be done before pre-testing. In most instances, this definition was accomplished, but, in a few, the final designation did not take place until pre-testing had begun.

C. Environmental Data

Baseline data supplied by the projects before pre-testing showed that not all project populations were representative of the poverty level and/or racial mix characteristic of their community. The Environmental Questionnaire completed in May delineated such problems.

D. Site Visits

Many of the projects utilized the National Evaluation staff offer of assistance made during the site visits and reiterated in subsequent correspondence.

In some instances, problems were alleviated relating to meeting needs of the National Evaluation; in others, problems in the local evaluation were met. Further advantageous consequences of the site visit were: personal acquaintance and rapport with project personnel; knowledge of added information available due to the uniqueness of a given project, or the project's local research; awareness of special competencies of project personnel; the ability to anticipate and prepare for problems in specific areas or classrooms; and first hand knowledge of the physical plant and facilities, essential to process examination

E. Test Administration

The request for immediate return of test materials and observation forms following the final pre-testing date of October 27th aimed at a January 1st date for return of pre-test scores to the projects. By their inability to meet this request, many project directors demonstrated that their Follow Through program was not yet functional. In requesting missing test materials, the National Evaluation staff further learned that changes in, absence or problems of administrative personnel had led to many problems, resulting in non-completion of materials as late as March 15th. (As USOE had not fully informed the projects of the role or importance of the National Evaluation, the possibility also exists that some project directors were not convinced of the need for cooperating with the National Evaluation staff in the completion of testing and information materials.)

Inability to meet post-test completion dates indicated that one project was still non-functional in terms of teacher cooperation, personnel availability, and administrative procedural efficiency.

F. Feedback

The aims of the National Evaluation staff in providing feedback for pre- and post-testing were two-fold:

1. To provide information to the projects for program alteration. This information indicated areas in which children needed special attention or delineated teachers or classrooms with specific merit, or ancillary services and personnel special problems.
2. To cooperate with the project and the local evaluation to insure a maximally efficient as well as useful evaluation effort.

The outcome of aim #1 was most probably not fulfilled. It appeared that the projects used the data merely for evaluative reporting or public relations on the local level.

The end product of aim #2 was also misinterpreted in some areas. The role of National Evaluation as specified by USOE was that of serving a national evaluative interest, not local interests. As this role was not specifically conveyed by USOE to the projects, some of the projects perceived the National Evaluation as their "handyman." Some projects did not perceive the data feedback as a "bonus" and, therefore, were often over demanding or expectant of the National Evaluation data. A few projects continually requested additional data or analysis relative to their specific local interests. This information was often relevant but was impossible to gather and process because of prohibitive cost and time restrictions.

It appears that it would have been most helpful to the projects to have had more National Evaluation data available to them. Special research needs of specific communities outside the range of their local research staff could have yielded valuable information in parent and community components if the National Evaluation staff had been authorized and budgeted to handle this research.

VI. DATA RESULTS

A. Pre-Test

1. Academic-Cognitive and Personal-Social Domains

Project A

Except for two (2) significant variables on the CTMM (2 and 3), variable 4 on the Bristol, and variable 4 on the PAR, no other significant F ratios were derived from the analysis. In the above four (4) instances an identical pattern emerges; namely, that the A_2 and A_1 groups are equal and that the B_2 groups performed significantly higher than the A_1 or A_2 groups.

Project B

Only the CAT revealed significant differences. Variable 2 (total reading comprehension) was significant on both dimensions and was in favor of those neither in Follow Through nor who had Head Start. Variable 5 (total language) was significant on the Follow Through dimension alone and again favored those not in the program.

Project C

Only the STAR of the two academic-cognitive instruments revealed any significant differences. Both variables on the STAR (deviation I.Q. and total raw score) indicated that those in Follow Through scored significantly higher.

The Bristol yielded an identical pattern for three (3) significant variables (3, 8, and 9). In the Follow Through dimension those in Follow Through had significantly higher scores as did those who had been in Head Start.

All nine (9) variables for the PAR were significant and all were in favor of those in the Follow Through program. In addition eight (8) of the nine (9) evidenced significant interactions. Inspection of the cell means revealed the following: in all cases the B_1 cell had considerably smaller means that any other of the 3 cells. Only variables 6 did not reveal any interaction effects.

The CAT reveals that in the Follow Through dimension variables 4, 5 and 6 were in favor of those in Follow Through. On the Head Start dimension a consistent pattern in favor of those not having had Head Start was evidenced by those significant differences derived by variables 1, 3, 5, and 6.

Project D

No differences are detected for CTMM while on the Head Start dimension of the STAR both variables are in favor of those not having been in Head Start.

Variables 7 and 9 of the Bristol are significant on the Follow Through dimension. Both are higher for those not in the Follow Through program. The PAR reveals a systematic pattern on both the Follow Through and Head Start dimensions. Variables 3, 5, 6, 8, and 9 are higher for those in the Follow Through program. Variables 4, 7, 8, and 9 are higher for those not having had Head Start.

The Head Start dimension of the CAT reveals that those not having had such an experience scored higher on variables 1, 3, 4, and 6.

Project E

In the academic-cognitive domain no significant differences were derived on either of the two main effects. However, one significant interaction was revealed for variable 4 (language I.Q. of the CTMM). Inspection of the cell means reveals that the B_2 cell (neither Head Start or Follow Through) contained the higher mean.

The Bristol yielded four (4) significant F's: variable 7 was in favor of those who had Head Start experiences and the three (3) remaining were interaction effects. Variable 3 of the Bristol revealed that the largest mean was cell B_1, A_2 yielded a higher mean for variable 5, and variable 9 revealed that the B_1 cell yielded the higher mean.

The PAR yielded a wide range of significant F's. On the Follow Through dimension variables 1, 6, 7, and 8 were significant. Except for variables 3 and 7 all were in favor of those in Follow Through. Only one significant F occurred in the Head Start dimension and revealed that variable 1 had a higher mean for those not having been in a Head Start experience. Six (6) significant interactions occurred. They are noted as follows: variable 1 yielded a lower mean for the B_1 cell; variable 3 indicated that the diagonals of the A_2 and B_1 cells were similar and that the A_1 and B_2 cell diagonals were similar; variable 4 revealed that the diagonals A_2 and B_1 as well as the diagonals A_1 and B_2 were both similar. Variable 6 yielded the identical configuration in that the A_1 and B_2 cells and the A_2 and B_1 cells are similar; variable 8 was the same as the previous statement; and the same can be said for variable 9.

Project F

Significant differences were obtained on the Head Start dimension for both variables of the STAR and variables 5 and 6 of the CTMM.

In all four cases the higher means were in favor of those who had been in Head Start. A significant interaction for variable 2 of the CTMM can be attributed to a smaller mean of the A_2 group.

While no differences were detected in the Bristol, a systematic pattern appears for the PAR. For the Follow Through dimension, those not in Follow Through had higher scores on six (6) of the nine (9) variables (2, 3, 4, 7, 8, and 9); those who had Head Start scored significantly higher on variables 2, 3, 4, 6, 8, and 9.

Inspection of the scores of the CAT indicate that on the Follow Through dimension those not in Follow Through scored higher on variables 2, 5, and 6. On the Head Start dimension variable 2 reveals that those who had Head Start scored higher.

Project G

Only one of the twenty-six (26) variables was found to be significant. Variable 4 of the PAR revealed that on the Follow Through dimension those in the Follow Through program scored significantly higher.

Project H

No significant differences were detected for the STAR, CTMM, and Bristol. However, variables 5, 6, 7, 8, and 9 of the PAR yielded identical results; the B_1 group were significantly higher on their scores than the A_1; the B_2 group was also higher than the A_1; and the B_1 and B_2 groups were equal.

Project I

A consistent pattern is revealed on the Head Start dimension for the academic-cognitive area. Variable 2 of the STAR and variables 1, 2, 3, 5, and 6 of the CTMM are all significantly higher for those having had Head Start.

The Bristol reveals only one significant variable, 4, and it is higher for those in Follow Through. A systematic pattern emerges from the PAR in that all but the first variable is significant for the Head Start dimension in favor of those not having had Head Start.

Project J

While no differences were revealed for the STAR, a consistent pattern does emerge for the CTMM. For the Follow Through dimension those not in the program scored higher on variables 2, 3, and 5. Those not having had Head Start had higher scores on variables 2 and 3.

The Bristol reveals that those not in the Follow Through program had higher scores for variables 6 and 9.

The PAR indicates that those pupils not in Follow Through had higher scores on variables 1, 4, 6, 8, and 9. On the Head Start dimension variables 2, 3, 4, 5, 6, 7, and 9 are in favor of those not having had such experience.

A consistent pattern on the Follow Through dimension is revealed in inspecting scores on the CAT. With the exception of variable 5 all others indicate that those not in the Follow Through program scored significantly higher.

Project K

Only one significant F appears in this analysis. Variable 7 of the PAR reveals a higher score for those not in the Follow Through program.

Project L

No differences were detected on the STAR while variables 2, 3, and 5 of the CTMM revealed higher scores for those not having had Head Start experience.

The Bristol results reveal that those in the Follow Through program had higher scores on variables 5, 8, and 9. Variable 6 and 7 are higher for those who had Head Start.

The CAT yielded only one significant difference on the Follow Through dimension; namely, number 5 was in favor of those in Follow Through. Those not having had Head Start resulted in a higher set of scores for variables 1, 3, 5, and 6. One significant interaction resulted on variable 2. Inspection of the cell means reveals that the B_1 group was considerably higher.

Project M

The STAR revealed a significant interaction for variable number 2. The largest cell mean is for the A_2 group. The CTMM revealed a uniform pattern in that variables 2, 3, 5, and 6 were significant for those not in the Follow Through program.

The PAR yielded two (2) significant variables on the Follow Through dimension, two (2) on the Head Start dimension and seven (7) interactions. Both variables 1 and 6 favor those not in the Follow Through program. Variables 6 and 8 favor those who had been in Head Start. Variables 3-9 revealed that much smaller cell means appear for the B_2 group.

Project N

The two (2) variables from the STAR and variables 1, 3, and 4 of the CTMM yielded identical results. In all five (5) cases the A_1 and B_1 groups were equal. In addition, the B_1 groups scored significantly higher than the B_2 as did the A_1 group.

The PAR yielded nine (9) significant F ratios. The consistent pattern was that A_1 was equal to B_1 (with one exception) and that the A_1 and B_1 groups were higher than the B_2. The exception was in the B_1 over the A_1 for variable 3.

No significant differences were detected on the Bristol but four (4) of the six (6) variables were significant on the CAT. These results indicated that for all four (4) variables the A_1 groups performed better than the B_2 groups. For two of the variables (1 and 3) the A_1 group performed better than the B_1 group while in the other two variables (4 and 6) no statistical difference existed between the A_1 and B_1 groups. In all four (4) variables, however, the B_1 and B_2 groups were ecual.

Project O

The STAR yielded significant differences on the Follow Through dimension and favored those not in Follow Through on both variables. A significant interaction on both variables can be attributed to the higher mean score of the B_2 group.

The CTMM yielded three (3) significant F's on the Follow Through dimension, all three (1, 3, and 4) in favor of those not in Follow Through. The one significant interaction (variable 2) can be attributed to the larger cell mean for the B_2 group.

Only two (2) significant F's were found on the Bristol. On the Head Start dimension those having had Head Start scored higher on variable 5. A higher score (variable 8) occurred for those in the Follow Through program. The PAR yielded the following significant differences: variables 1, 4, 6, and 9 on the Follow Through dimension favor those not in the program. Variable 5 indicates that those not exposed to Head Start scored higher. The significant interaction for variable number 6 can be traced to the higher mean for the B_2 cell.

Project P

Of the 26 variables only three produced a significant F ratio. Variable 2 of the STAR indicates that there are no significant differences between the A_1 and B_2 groups. However, the B_2 group scored significantly higher than the A_1.

Identical results between the three (3) groups are indicated by an analysis of variables 4 and 8 of the PAR. In both cases, the A_1 and B_1, and B_1 and B_2 groups are equal. Only the A_1 performed significantly higher than the B_2 group on these two variables.

Project Q

In the academic-cognitive areas, no differences were detected on the STAR or the CTMM. For the Bristol, two variables produced significant F ratios. For variable 5 the A_1 group was equal to the B_1 group, and for variable 7 the A_1 group had a significantly higher score than the B_1 group. The remaining 2 comparisons are identical for these two variables; the B_1 and B_2 groups being equal and the A_1 having a significantly higher score than the B_2.

Of the nine (9) variables of the PAR, six (6) of the nine (9) were significantly different. In all cases, however, the B_1 groups performed significantly better than the A_1 groups, and there were no statistical differences between the B_1 and the B_2 groups. In comparing the A_1 and B_2 groups, however, a consistent pattern is not detected; i.e., on variables 2, 3, 5, and 9, the B_2 group performed significantly better than the A_1 group. Variables 4 and 8 indicated no significant differences between A_1 and B_2.

Project R

In the academic-cognitive domain, only the CTMM yielded significant differences. For variables 1, 5, and 6 the following results are noted: on all three (3) variables the A_1 group scored significantly higher than the A_2 group; the A_1 and B_2 groups were equal; and A_2 and B_2 groups were equal for variables 1 and 6 but the A_2 group scored significantly higher than the B_2 group on variable 5.

The Bristol yielded only two (2) significant variables with identical results; namely, 3 and 9. The A_1 group had a higher score than the A_2 while the A_2---B_2 and A_1---B_2 comparisons were equal.

The scores on the PAR yielded significant F ratios for all nine (9) variables. With only two exceptions the results are identical. The A_2 group consistendly had higher performances than the A_1, as did the B_2 group over the A_1. Except for variables 3 and 4 the A_2 and B_2 groups were equal. The two exceptions are in the direction of the A_2 group.

Project S

Only the PAR of the five (5) instruments revealed any significant differences. On the Follow Through dimensions eight (8) of the nine (9) (excluding 5) were in favor of the Follow Through Program. The two significant interactions revealed that the smallest mean for variable number 2 was the B_2 cell and for variable number 8 the smallest was the B_1. In addition, the diagonal of the A_1 and B_2 cell means was identical.

Project T

No significant differences were detected on the STAR but all six (6) variables were significant on the Head Start dimension for the CTMM. Uniformly, all six (6) were in favor of those not having had Head Start.

The Bristol yielded only one significant F (variable 3) and was in favor of those who had Head Start. The PAR yielded a rather consistent pattern. On the Follow Through dimension all nine (9) variables were significant and favored those in Follow Through. In regard to Head Start experiences, the four (4) significant variables (2, 4, 6, and 9) favored those not having had such experiences. Four significant interactions were detected and all indicated that the B_1 cell was considerably lower for variables 2, 4, 8, and 9.

Project U

Only two significant variables are indicated. Variable 5 of the Bristol indicates a higher score for those in Follow Through Variable 6 reveals that those not in Follow Through scored higher on the PAR.

Project V

Of the 26 variables only four (4) were significant. Three (3) of the four (4) favored those who were in Follow Through on the PAR (variables 3, 6, and 8). The remaining significant F is variable 2 of the CAT which indicated that those not in Follow Through scored significantly higher.

Project W

The main effects of Follow Through and Head Start were evidenced in the STAR and CTMM. Significantly higher scores were obtained for the groups having had no Head Start experience on both variables of the STAR. However, on the Follow Through dimension the scores were in favor of the groups enrolled in the Follow Through program. Consistently, four (4) of the six (6) CTMM variables (1, 3, 4, and 6) were in favor of Follow Through. One significant interaction was detected. The mean for cell A_2 was greater than the other three (3) cells

Only one significant F ratio was derived on the Bristol;

namely, the total score which favored the children who had been in Head Start. The PAR, however, yielded six (6) significant differences also favoring the Follow Through dimension. These were variables 2, 4, 6, 7, 8, and 9.

Project X

Only three (3) significant differences were detected on the 26 variables tested. Variable 5 of the CTMM was significant and in favor of Follow Through. Similarly, the total score (variable 9) of the Bristol was significantly higher for those in the Follow Through program. Only variable 5 of the PAR was significant and in this case favored those not in Follow Through.

Project Y

The analysis indicated that there was a significant difference in favor of the A_2 over the A_1 and B_1 groups on both variables of the STAR. However, no significant differences were detected between the A_1 and B_1 groups.

Except for the PAR, no other significant differences were detected. On variables 2, 7, and 9 of the PAR, the A_2 group was significantly better in performance than the A_1. For variables 4 and 6 the A_2 group did significantly better than the B_1. For all five (5) variables, however, the A_1 and B_1 groups were statistically equal.

Project Z

No differences were detected on the STAR. The CTMM yielded a higher score in favor of those not in Head Start on variable 4. Five significant interaction effects exist and they are 1 through 5. Variable 1 indicates that the diagonals of A_2 and B_1 as well as A_1 and B_2 are similar. For variable 2 the B_2 cell is considerably smaller while the diagonal of A_2 and B_1 are similar. Variable 3 reveals that the pattern of similar diagonals exist; i.e., A_2 with B_1 and A_1 with B_2. Variable 4 reveals a much smaller cell mean for the A_1 group. Variable 5 reveals a much larger cell mean for the A_2 group.

The Bristol yielded one significant interaction for variable 3. The lowest cell mean is for the B_2 group. The PAR yielded significant F's on both the Follow Through and Head Start dimensions on variable 5. Higher scores were obtained in Follow Through as well as for those who had been in Head Start. Four significant interactions also resulted. Variable 1 revealed a larger cell mean for the B_1 group. The same situation was found in variable 2. Variable 6, however, revealed that the B_2 cell mean was considerably smaller. Variable 7 also indicated a lower cell mean for the B_2 group.

Project AA

In the academic-cognitive area a similar pattern is yielded in analyzing the two STAR variables and variables 1, 3, 4, and 6 of the CTMM. In these instances only the Head Start dimension is significant and higher mean scores were derived for those not having had any Head Start experience.

The Bristol yielded a uniform pattern of results: namely, that children who had been in Head Start had significantly higher scores on seven (7) of the nine (9) variables (2, 3, 4, 5, 7, 8, and 9).

In the Follow Through dimension, a uniform pattern is evidenced for the PAR. Variables 4, 6, 7, and 8 indicated higher scores for those in the Follow Through program. All nine (9) variables for the Head Start dimension were significant. With the exception of variable 4 the scores favored those who had not been in Head Start.

Project BB

Only two (2) of the five (5) instruments yielded any significant differences. Variables 3 and 9 of the Bristol yielded higher scores for those not having had Head Start experience. In addition, variable 3 had a significant interaction. The A_2 cell mean was the highest of the four. Also, the diagonal of the A_1 and B_2 groups revealed identical cell means.

Variables 4, 5, and 6 of the CAT were significant on the Follow Through dimension and all were in favor of those not in Follow Through.

Project CC

A consistent pattern is indicated in the academic-cognitive domain for the Head Start dimension. Both of the STAR variables and with the exception of variable 4 of the CTMM all favor those not having had Head Start.

Four (4) significant F's were derived for the Bristol and all favor the Head Start dimension (variables 3, 5, 6, and 9). A consistent pattern is noted for the PAR on both dimensions. Variables 1, 5, 6, and 8 indicated that those not in the Follow Through program had higher scores. Similarly, those not having had Head Start scored higher on variables 1, 3, 4, 5, 6, 8, and 9.

2. Discussion

It soon becomes apparent that a wide variation exists within as well as between projects. Accordingly, any analysis of results is drastically limited. However, taking into account the many possible initial differences due to the formation and/or selection of the groups as well as the varying emphases proposed by each project, such variation is not unexpected. In addition, the initial differences which exist within a project are far less important than the differences or gains at the completion of the Follow Through year.

The preceding represents only the initial objective originally proposed. However, it is the maximum effort which could be made in considering the "hard" data. The analysis of post-test data and the comparison of pre- and post-test results could not be done due to the unusual delays encountered - despite an eight month extension.

B. Environmental Questionnaire

The primary purpose for the collection of data via this questionnaire was to attempt to relate any meaningful or "significant" changes within any project to the "out-of-school" environment. In addition, a supplementary aim was to provide an overall picture of the children in the evaluation (both "experimental" as well as "control") and their families, domiciles, and neighborhoods.

To be of the greatest value, this data should be used in conjunction with results from a given project - to take a retrospective look and speculate if the EQ information could provide possible explanations of why certain things occurred in one project (or group of projects) and not in others. Similarly, purely descriptive interpretations of the data would permit inspection of whether the intended Follow Through clientele was in fact being serviced.

Since the initial goal of relating the EQ to "hard" data could not be achieved, the partial total population is presented in Appendix P. The word "partial" is employed as many project directors were unable to secure data for the "control" groups (B_1 and B_2) because of the lateness in transmitting the EQ to them. Also, in some cases, the Human Resources Coordinator for the project could not obtain information for 100% of the Follow Through children. Therefore, the 3,410 subjects reported in Appendix P represent 1,891 in A_1, 787 in A_2, 352 in B_1, and 380 in B_2.

The breakdowns by project and/or by groups across or within projects are obtainable from the raw data stored on magnetic tape.

C. Process

1. Process vs. Proposal

Answering the question, "What changes took place in the

Follow Through population over the period of the program" is essentially meaningless in terms of the evaluative function, if one cannot also answer the question "What actually occurred to produce the changes?" Process evaluation is concerned with the examination of the procedures used by personnel to bring about the desired changes.

Since change may be of many degrees and orders, the first step in its delineation is to ascertain what change was considered not only desirable, but also projected as possible. The projects' initial objectives, changes desired and projected procedures for achieving these changes are reported in Appendix N.

The program in actual operation may differ in degree and kind from that initially proposed and funded. Whether or not these differences are appropriate, i.e., useful, is a judgment which must be made in deciding whether or not to further entrust the carrying out of a program to a given area or group. Information basic to the formation of this judgment was derived from: 1) project directors mid-year reports, 2) consultant reports, 3) National Evaluation staff site visits and communications, and 4) National Evaluation staff in-depth site visit.

Discrepancies between funded proposed procedures and actual procedures have been completely reported for one project (J); see Appendix O. It was possible to obtain process information to fully carry out this procedure (i.e., include an in-depth site visit) for only one project, due to budgetary considerations and time demands. This one report should demonstrate the value of such an examination (an exhaustive site visit as well as complete reports) in determining the process of program operation.

For the other 28 cities it was possible to examine only the first three elements -- (project directors' mid-year reports, consultant reports, and National Evaluation office site visits and communications). The process vs. proposal evaluation for these cities, therefore, is in an abbreviated form summarized in Table I.

In examining and interpreting this table of discrepancies between proposal and practice it must be noted that:

1. The National Evaluation staff had available to them only about half of the desired consultant reports and project directors' mid-year reports.

2. Many of the consultant reports or project directors' reports were only partially completed.

3. Some consultant reports fulfilled a monitoring function while others indicated only areas in which assistance was given.

4. Differences between the observers often created doubts as to what was actually occurring.

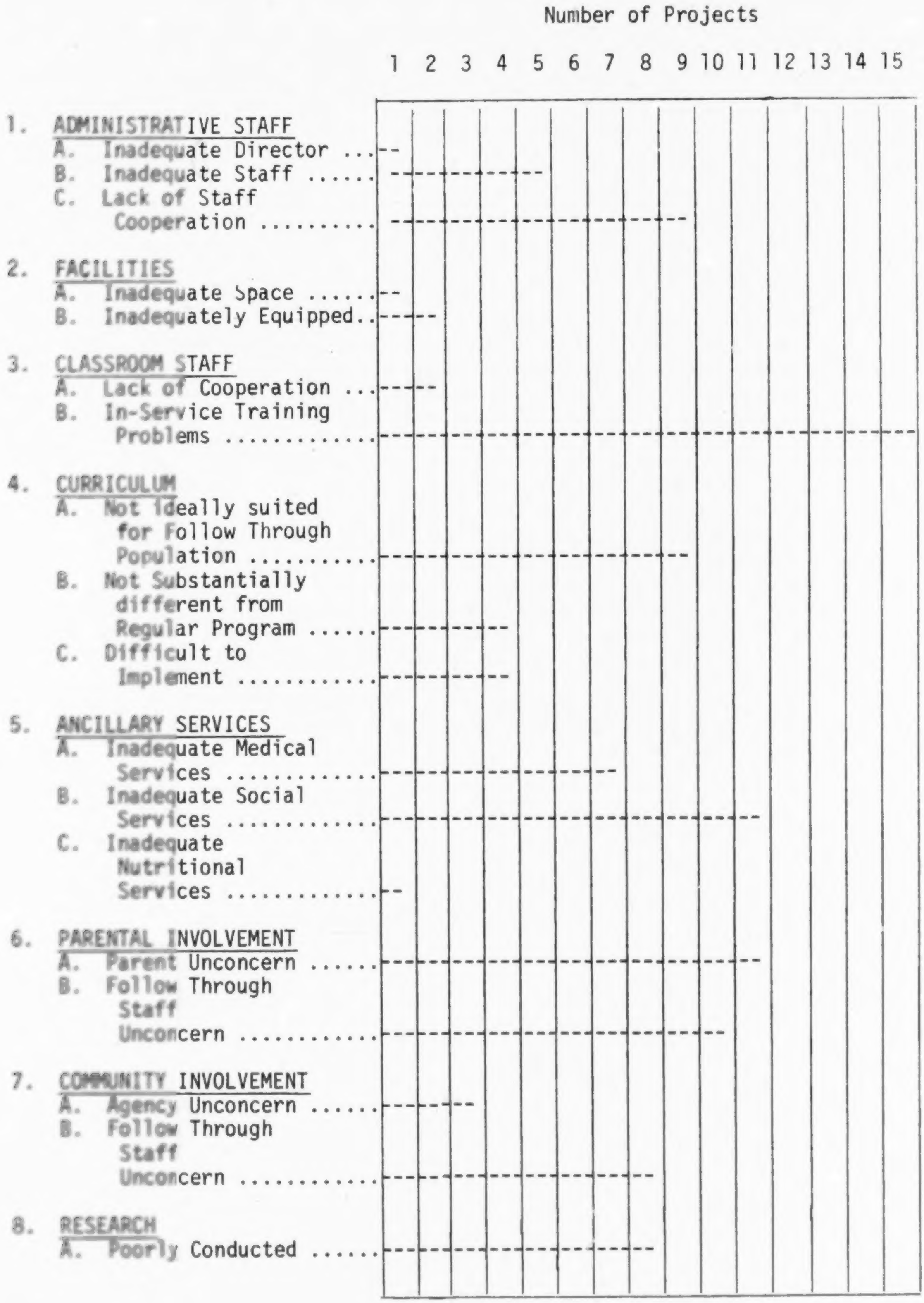
5. Time differences between reports suggest that in some instances, time was available to solve problems. Since further reports were not available to the National Evaluation staff the solutions or the lack of solutions are unknown.

Because of the gaps and distortions caused by partial or missing data, the following table (actual vs. proposed) cannot be considered definitive. Additional projects may fall in any given category of achievement or difficulty. However, the inclusion of this information as available seems warranted on two counts. Since project directors perceptions of a project are clearly vital elements in the conduct of the program, their reports have an importance for comparison with the elements of the proposal. Reports from observers fulfilling a monitoring function are the only available unbiased sources of information as to what is actually taking place.

The table following is presented in terms of the eight elements of the Follow Through program (Administrative Staff, Facilities, Classroom Staff, Curriculum, Ancillary Services, Parental Involvement, Community Involvement, and Research). Each of the three information sources (project directors mid-year reports, consultant reports, and National Evaluation staff site visits and communications) was reviewed in terms of the eight components, as to degree of correspondence with the terms of the initial proposals. These elements, when differing from the proposal, are considered in terms of degrees of adequacy and the effects of the differences on the functioning of the program.

TABLE I

SUMMARY OF PROCESS VS. PROPOSAL INFORMATION



DISCUSSION OF TABLE I

(Summary of Process vs. Proposal Information)

1. Administration

   a. Inadequate director

   All sources indicate that the director of Project BB was not an adequate administrator. As a result this program was disoriented in all facets.

   b. Inadequate staff

   (1) The basic personnel problem was difficulty in filling all essential positions. Although this was a prevalent problem it posed a particular difficulty to four projects. The categories where adequate personnel could not be found were:

   Project U: Nurse and qualified resource teacher
   Project F: Dormitory aides
   Project P: Math teacher
   Project CC: Male teachers and aides

   (2) In Project V where English was not the first language, observers suggested that staff-pupil communication would have been improved if the entire staff (including teachers) were bi-lingual. This is undoubtedly also true of other projects where teachers did not speak their students' native language. However, no direct information was available.

   c. Lack of staff cooperation

   (1) School administrators: Superintendents, principals, or boards were unsympathetic to Follow Through in Projects A, H, T, AA, and BB. Project G had decision making conflicts between the federal project coordinator and the elementary education department.

   (2) Teachers: Some projects had teachers who were uncooperative or unsympathetic to the program. In Project K the teacher was released. In Project AA an entire school staff presented a problem. It was initially suggested that this school be dropped, but for political reasons it was retained. In Projects L, V, and BB the teachers were not sympathetic to innovation.

2. Facilities

   a. Inadequate space

   (1) Indoor - Project M was housed in classrooms not designed

for kindergarten. One school in this project, while modern, cheerful, and clean, had some boarded up windows.

(2) Outdoor - It is known that many schools lack indoor and/or outdoor play space. However, this varies from school to school within projects and so has not been recorded.

b. Inadequately equipped

(1) Indoor: Project M classrooms were inadequately equipped and in need of floor coverings to deaden noise.

(2) Outdoor: Outdoor play areas in Project J were inadequately equipped. Indicators are that many other projects have a similar problem although direct information is not available.

3. Classroom staff

a. Lack of cooperation (within classroom)

The presence of more than one teacher and/or aides presented a problem for teachers in Project E who were accustomed to "the isolation of a contained classroom." Teachers in Project S were initially hostile to aides.

b. In-service training problems

(1) Classroom staff: In-service training problems appear to be the result of a program which did not allow adequate time for teacher, staff, and aide interaction. Meetings are infrequent, not allowing for enough guidance and direction. (Projects A, C, D, J, L, Q, S, T, V, AA, BB, and X.)

(2) In at least three projects (H, I, and K) aides do not receive adequate training.

4. Curriculum

a. Not ideally suited to Follow Through population

Four projects had curriculum designs which have doubtful validity for this population. (Projects D and J methods of teaching reading). The curriculum at Projects P and Q was overly structured while at the same time requiring excessive pupil room or teaching personnel changes.

Some materials in Projects B and G were unsuitable. G needed more multi-racial materials. B needed more appropriate library books. Project BB had a "non vital" curriculum, perhaps due to excessive school board influence which was reported as "parochial in nature."

b. Not substantially different from the regular program

Projects B, G, X and AA lacked innovation. Traditional methods and approaches were evidenced.

c. Difficult to implement

The curriculum was difficult to implement in Project M because of the presence of highly disturbed disruptive children in the class and in J because of initial difficulties with materials. In V the ambitious goal of total individualization of instruction proved unattainable.

5. Ancillary Services

a. Inadequate Medical

There was a lack of organization, involvement, and cooperation in supplying medical services due to: 1) poorly defined goals, 2) insufficient time allotments and/or 3) understaffing in the projects. These can be found in Projects C, K, Q, W, and X. Insufficient fund allotments in the Follow Through budgets for medical services existed in Projects A and Y.

b. Social and psychological services

Poor organization and lack of cooperation both within services and with teachers existed in Projects G, L, Q, and T. Insufficient time was available to Projects B and F, while in Project G the time was poorly used, i.e., the psychologist's time was spent in classroom observation and teacher observation with no direct encounters with the child. The social worker lacked the necessary guidance in this particular project. Project W was unable to find fully qualified social workers. Those presently employed are being released. Projects C, D, and X had inadequate services, i.e., little or none.

c. Nutrition

Teachers evidenced dissatisfaction with unbalanced lunch menus in Project Q.

6. Parent Involvement

a. Parent unconcern

Project anticipations of parent involvement were often not met, i.e., it was felt that more encouragement was needed in Projects E, F, G, H, V, W, and AA. In Project B the vast distances between projects made total group meetings impossible. Transportation was a problem. Project U found it difficult to get different ethnic groups to cooperate for common goals. The CAP personnel in Project BB felt that parents were skeptical of Follow Through.

b. Follow Through unconcern

Lack of concern on the part of the Follow Through staff appeared to be a major contributing factor to lack of parent involvement. This unconcern was evidenced in: too confined or too traditional classes offered, not enough classroom volunteer time available for parents, parent coordinators who did not fully understand the position and expressed teacher resentment against parent participation in classrooms. (Projects A, C, D, K, L. Q, T, Y, and X.)

7. Community Involvement

a. Agency unconcern

In Project A the community was "cooly" receptive to Follow Through. In Project G the psychological services clinic saw participation only on an individual client sliding pay basis for services.

Resistance from LEA to Follow Through curriculum and personnel practices occurred in Project O.

b. Follow Through unconcern

In Projects Q, T, and X, the Follow Through project staff did not make substantial efforts to involve the community.

8. Research

The problems encountered in research break down into disorganization and/or lack of goal definition. Very few projects carried out the research design originally proposed. Many had little help from outside agencies and, therefore, the responsibility fell on an already overburdened project director. (Projects C, D, I, Q, R, T, J, and X.)

From the discussion of Table I, it can be seen that two projects, N and Z, did not appear to have any deficiencies or problems in the operation of the Follow Through program. This appearance could have been a result of one or more of the following factors:

1. The sources for obtaining the information were lacking -- i.e., no consultant or project director report.
2. The sources were available though incomplete -- i.e., only one consultant report early in the year.
3. The information appeared suspect -- i.e., consultant report and project director's report disagreed.
4. The projects appear to be operating efficiently and effectively.

In Project N factors 2 and 4 appear to be the causes for this conclusion; in Project Z, factors 1 and 4. However, considering these reasons as true, no judgment can actually be made without an in-depth site visit to obtain the desired information. For instance, in Project N the consultant suggested some assistance was needed for the evaluation effort, although it was running smoothly. This appears contradictory. What was achieved? Does the cooperation which is suggested between the parent-community-Follow Through factions actually exist? Have the teachers overcome their initial apprehension of experimentation?

In Project Z substantiation of several facts is needed. Did the local CAP organization aid Follow Through? Did they overcome their initial problem of getting tained personnel for the project? Was an adequate curriculum developed for this unique population?

In both instances, the answers to the questions raised are vital to a definitive assessment of the program's effectiveness. Affirmative answers are basic to the success of the programs. These answers can best be obtained through evaluative visits to the projects.

On the basis of this, it would appear that Projects N and Z would serve well as models for the Follow Through populations. Why and how they were able to overcome the multitude of problems which plague any innovative program? Of special interest is the fact that both projects N and Z confronted a particularly difficult situation: that of finding a suitable program for a large non-English speaking population. The necessity of finding an answer to this challenge may have provided the impetus for innovative practices with cooperative effort. These projects could not, because of their unique problems, operate successfully without clearcut goals, procedures specified, and materials and personnel available before the initiation of the program. A traditional curriculum or teachers not specially trained would have been unfeasible.

This discussion suggests that, had the information been complete and provisions made for in-depth site visits, the end product could have had a more definitive value for judgment formation. All the information is essential in actually determining and explaining reasons for Follow Through's success or lack of it. Without this type of information it is difficult to postulate exact and definitive reasons for changes in the population's academic achievement and/or personality and social adjustment.

D. Post-Test

Memorandum 1

Memoranda received from the agency conducting the second year evaluation are included as Appendix Q. All tables refered to in this Appendix are on file with Stanford Research Institute, the United States Office of Education, and the University of Pittsburgh.

A brief review of the major summaries noted in Appendix Q include that, based upon the STAR:

1. Negro children, on the average, exceeded gains of Caucasians.

2. Negro children gains were greater in Follow Through.

3. Caucasian children's gains were less in Follow Through.

4. Post scores, despite gains, were not as great for Negro and Latin American children as for Caucasian children; and

5. "Generally speaking . . . . the tendency (is) for the groups that would be considered more disadvantaged to gain more, and to gain more in Follow Through than in Non-Follow Through, but not to make up the difference between them and the more advantaged groups."

The conclusions can be considered to be representative of the other tests employed as "conclusions . . . . are similar to those that follow from the STAR."

A review of major conclusions based upon "Comparison by Size of Initial Score" include:

1. First grade children score higher on pre- and post-scores than kindergartners as a total group as well as by racial groups.

2. "Average amounts gained by children in Follow Through and not in Follow Through appear to differ; the Follow Through children appear to gain somewhat more in the low initial score classes than the Non-Follow Through children, whereas the Non-Follow Through children appear to gain more in the higher intervals of initial scores than do the Follow Through group."

3. For the CAT, "the Caucasian children not only gained more as the size of initial score increased, but also gained more than the Negro children." The greater gains for Negro children on STAR and CTMM may be ". . . . due to the use of tests that top out . . . "; and

4. "The apparent benefit of Follow Through was much greater for CAT as compared with Non-Follow Through on the other tests."

Finally, the analysis by region indicated that "Generally speaking, the average changes of the FT children exceeded the average changes of the NFT children, although there were exceptions."

Memorandum 2

While this memorandum deals primarily with "Measures of Variability," it is worthy to note that ". . . . for many tests the maximum increase is greater for the Follow Through group than the Non-Follow Through group in the same grade. Also the minimum is less for Follow-Through than Non-Follow Through in the same grade, provided both scores are greater than zero. However, the latter occurs less often than the former."

Memorandum 3

Total raw score comparisons for kindergarten and first grade, using analysis of covariance, were calculated on 1,066 and 988 children, respectively. "Generally speaking, there are no significant differences due to FT, NFT, or to HS, NHS, or to the interaction of the two."

"The large variance associated to projects suggests that it is important to associate the instructional and other aspects of the program in each project to the scores on the tests. Information is not available to identify these causes of differences among the projects; However, the large variability among projects suggests the possibility that some of the teaching procedures were more efficacious than others."

VII. IMPRESSIONS AND IMPLICATIONS

As with any beginning program, much can be learned from initial procedures. If any one major lesson has been learned, it is that funding of educational innovations and endeavors must be made earlier if adequate preparations are to be made. This principle applies both to individual projects as well as to an evaluation center. In order for proper staffing to be initiated, programs to be planned, and selection procedures to be implemented, greater "lead time" is imperative! Furthermore, careful distinctions must be made as to the purpose of a central evaluation unit so as not to mislead individual project directors as to what they can expect and in turn what is to be expected of them. It cannot be overemphasized that an agreed-upon procedure for monitoring the orderly progress of any phase of the project (including evaluation) should be implemented. There are many models or procedures that might be considered such as PERT or PPBS. Perhaps, this step should be made part of the ground rules under which a given school district applies for a Follow Through grant and is then given a choice of monitoring or evaluation procedures.

In light of the above, several implications become clear. From a management point of view, it is apparent that future evaluation agencies must be given greater flexibility in planning and scheduling because of the divergent programs and personnel of each project. It also becomes clear that greater emphasis should be laid on local evaluations and that such plans should be included as an integral part (not an after-thought) of the local effort. A central evaluation agency can be of assistance in processing information and recommending what information might be gathered as a result of knowing what other projects are doing.

A brief word regarding classroom teachers is of some merit. On innumerable occasions it became clear to members of the staff that with a minimum amount of training and with the treatment of teachers as professionals they are quite competent in administering tests as well as providing corollary data. However, the successful utilization of teachers is, to a great degree, dependent upon positive attitudes toward teachers by their immediate superiors.

Special attention should be given to Appendix N in order to "tease" out important similarities and discrepancies between, as well as within, projects. The reader is cautioned, however, that proposals submitted strongly adhere to specific guidelines laid down by USOE and that the language employed by the writer(s) of the proposal may be strikingly uniform.

It should be of value to future investigators to lay down a series of "areas" for fruitful and needed research. While many of the following statements are well known to educators and may appear to be superficial, they nevertheless represent vital and even critical issues involved in the "intervention of the deprivation cycle."

1. Teachers - What characteristics are identifiable as contributing to the "successful" teacher of the culturally deprived? Are there in-service, pre-service, or continuing service programs specific to a Follow-Through type program?

2. Instruction - What characteristics distinguish a "successful" Follow Through instructional program? Should differing approaches be encouraged (or even required) in order to "tease out" potentially significant variables?

3. Evaluations - Are there unique evaluation models or procedures required of compensatory education programs? Will in-depth behavioral analysis by social scientists, for example, yield a greater pay-off than traditional, cognitive approaches?

4. Para-professionals - What duties can and should para-professionals perform? What selection procedures should be employed? Are there on-going training programs needed for these educational assistants?

5. Environment - Are there important interactions between the home and the school of the Follow Through child, and to what extent does one improve the other? What constraints are placed upon the child in the formal learning situation as a result of the "out-of-school" situation.

The above represents an attempt to give focus to the task ahead. The testability of these questions will be dependent, to a large degree, upon the approach taken by funding agencies and the willingness of school districts to take an objective and critical approach to their self-evaluations. Perhaps the overriding question at the moment is whether the educational establishment is willing to pause long enough to digest what is already known and to then focus on specific variables (and their interaction) rather than to continue to "do" and to "evaluate" concurrently without the complete loop of planning - implementing - evaluating - planning to be completed.

APPENDIX A
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Language

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APPENDIX B

PAR REVISION FORM

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW-THROUGH

INSTRUCTIONS FOR COMPLETION

Pre-School Attainment Record (PAR)

1. Complete the observation form for each pupil during the week of May 13 - 17.

2. Tear off the answer sheet at the end of the booklet and place it beside the item definition.

3. Complete the identifying information on top of the observation form and on top of the answer sheet.

4. Read carefully each item definition.

5. Review the child's behavior. Does he, can he, or has he ever exhibited the behavior suggested?

   If yes, mark (+)
   If no, mark (-)

   The only scoring marks to be used are (+) for success and (-) for no success. No other scoring mark is to be used. You may test the child on this behavior, or you may observe it. This is your perception of the child.

6. Mark your answer on the answer sheet in the appropriate space provided.

7. Be sure to complete the entire eight (8) pages of the PAR.

8. Transfer your answers to the observation form, putting them under the columns headed Item Score.

9. Return one answer sheet for each child to your Follow-Through Project Director for immediate mailing to the National Evaluation Office. The observation forms should NOT be returned to the National Evaluation Office. They are for your individual records and use.

* As you will note, this is a shortened and more efficient form of the original PAR observation form which you completed in the fall. Many items have been dropped and the item definitions appear directly on the booklet. This should make your job easier.

The instrument itself will give you immediate feedback and a clear record of your responses. The separate answer sheet enables the National Evaluation Office to have an immediate accurate record of your responses.

NAME ______________________ SEX ______________________

GROUP ______________________ TEACHER'S NAME ______________________

DATE OF TESTING ______________________ CHILD'S SCHOOL ______________________

DATE OF BIRTH (IN MONTHS) ______________________

ITEM
SCORE

AMBULATION

_____ (1) Balances: Stands in place on each foot alternately, eyes open, maintaining equilibrium without undue body movements and without support of person or object or the other foot.

_____ (2) Circles: Joins in games (e.g., Drop Hanky, London Bridge, Looby Lou, Farmer in the Dell) which require group ambulation; or turns about in short circles as in dancing.

_____ (3) Skips: Hops on alternate feet for continuous progression from place to place.

_____ (4) Jumps: Jumps steadily on one or both feet over rope, swung or held steady by self or by other; or rope may be raised in height with or without swinging. May jump rapidly over other obstacles such as fences, boxes.

_____ (5) Follows leader: Joins in games or play requiring imitation or reproduction of actions initiated by one of the group. May follow or lead.

_____ (6) Dances: Engages in pattern body movements representing rhythm, grace or agility, to usually patterned or dramatic music, solo, paired or in groups, with dramatic representation or for social companionship. Include square dancing, interpretive and esthetic forms.

_____ (7) Rides vehicles: Gets about on self-propelled or motorized wheeled vehicles maintaining balance and progression without assistance, and with reasonable safety (e.g., bike, trike, roller skates, skate boards, scooter, etc.)

MANIPULATION

_____ (8) Assembles: Reverses disassembling. Puts simple parts together, not requiring much mechanical skill. Puts on or fastens simple garments.

_____ (9) Catches: Seizes or grasps, and holds in one or both hands, or with arm and body, or legs and feet, objects hurled, cast, rolled or kicked, usually in play. In more advanced stages assistance might be had with receiving aids such as nets, hats, baskets, gloves.

ITEM
SCORE

MANIPULATION CONTINUED

_____ (10) Draws square: Produces or reproduces geometric square design with approximately right angle corners and about equal sides with crayon, pencil or pen on paper or suitable surface (paper, slate, etc.). May originate such a design with or without copy or as part of other drawing (e.g., house or box). Note that there may be limited occasion for this experience.

_____ (11) Blows nose: Keeps nose clean without need of assistance or admonition except under unusual circumstances (such as cold, illness, inadequate utensils, embarrassing circumstances.) Employs conventional utensils and procedure.

_____ (12) Draws triangle: Same as drawing square except for difference in design. Sides need not be equilateral but should be moderately symmetrical. Ditto for triangular details in other drawings. Ditto for note on experience.

_____ (13) Fastens shoes: Puts on and properly secures shoes, sandals, and other footgear (not including tight overshoes) with only minor help on buckles, laces, knots, bows, zippers.

_____ (14) Colors to line: Uses crayons or paints for coloring designs or drawings, along lines or within limiting areas with fair accuracy.

_____ (15) Cuts and pastes: Uses scissors and paste for art work, scrap books, work illustration, with moderate skill and care. Materials ordinarily are of plain paper and soft paste but might be other textures and glue-equivalents.

RAPPORT

_____ (16) Discriminates: Shows evidence of likes, dislikes, preferences. Identifies, differentiates, recognizes, remembers, makes simple judgments.

_____ (17) Complies: Follows simple commands. Fetches, carries, goes, comes as told, responds acceptably to "no-no" and similar injunctions (keep quiet, lie down, get up.)

_____ (18) Plays beside: Plays singly with sustained interest alongside or among other children or with adults, pets, or belongings with little disturbing or disturbance.

_____ (19) Plays with: Engages in interpersonal, reciprocal, or interrelated play with other children, adults, or with pets, with minimal friction or disturbance.

ITEM
SCORE

RAPPORT CONTINUED

______ (20) Plays cooperatively: Plays in coordinated group (pairs, trios, or more) observing rules or maintaining purpose with harmonious give and take or in competition.

______ (21) Attends: Participates in or responds to situations requiring sustained concentration of interest or sharing. Listens, shares, works, reciprocates, sustaining attention for moderately protracted periods with minimal distractability.

______ (22) Sings: Performs voice solos. Joins in song with others, including children's choirs, action songs, family or group harmonizing. Memorizes words and melodies. Singing is moderately in tune; part singing not required. Shares in events where singing is desired.

______ (23) Helps: Assists mother, teacher, others, in small but useful ways. Does errands, picks up, puts away. Performs occasional or routine jobs or chores of limited complexity or skill (empties baskets, removes debris, sets table, assists at lunch) with appropriate supervision.

______ (24) Plays pretend: Engages in imaginative play. Plays house, nurse, adult, or other role figures. Does so singly, or in pairs or groups. Mimics, dresses up. Leads, directs, or follows.

______ (25) Plays competitively: Competes in games or actions which call for skill, endurance, winning, striving, achieving, such as tag, hop-scotch, running, gymnastics. Play may be singly or with others, but the aim is to demonstrate excellence, courage, endurance, coordination. Also simple stages of socially organized games as touch ball, musical chairs, ring-around with or without adult supervision.

______ (26) Plays rule games: Plays simple group table games (2 or more people) which require using cards or special materials, taking turns, observing rules, keeping score, exercising skills, e.g., simple checkers, easy card games (rummy, slap-jack, Old-Maid, crokinole, tiddle-deewinks). Performance is sufficient for group acceptance of person as participant (not a nuisance.)

COMMUNICATION

______ (27) Invites: Uses simple speech equivalents (words, phrases, grunts) to obtain wants, indicate needs, make social contact, or attract attention.

______ (28) Talks: Uses short phrases for communication. Has speaking-listening vocabulary of 50 words or more.

ITEM
SCORE

COMMUNICATION CONTINUED

______ (29) Converses: Employs short sentences. Answers questions. Gives information. Repeats. Uses language to convey simple ideas.

______ (30) Relates: Tells experiences or informs on events in sentence combinations or as "paragraphic speech."

______ (31) Describes: Uses speech and language more elaborately to convey particular or specific information. Amplifies his conversation in question-answer fashion.

______ (32) Recites: Reproduces verses, short passages, rhymes, little songs, from memory or creatively.

______ (33) Prints: Prints first name and perhaps a few known words on request or for self-satisfaction.

______ (34) Copies: Reproduces in print or script from copy a few common words or a simple sentence.

______ (35) Reads: Reads (not from memory or by rote recitation) simple phrases or short sentences at primer (reading readiness) level. Has a word recognition sight reading vocabulary of 10-20 words.

______ (36) Adds: Does simple number additions to 10 with apparent understanding. Counts on fingers. Rote counts by 5's to 30.

RESPONSIBILITY

______ (37) Minds: Does as told. Obeys direct commands without resistance or delay. (Stop, Come here, No-no).

______ (38) Conserves: Is careful of things. Does not abuse or destroy objects or materials.

______ (39) Takes care: Is cautious. Avoids hazards or dangers, such as unsafe places (stairs, streets), harmful objects (knives, glass, machinery, animals, strangers.)

______ (40) Dresses self: Unfastens and removes and/or replaces and fastens most of own garments without help or undue delay. Washes and dries hands and face acceptably. Need not tie laces, brush hair, or put on rubbers.

______ (41) Cleans up: Restores neatness and order, or helps appreciably in doing so, after playing, modeling, painting, including self as well as activity scene and surroundings.

ITEM
SCORE

_____ (42) Respects property: Knows "mine and thine" and observes prerogatives regarding them. Asks for instead of taking, observes care in use of things (extension of Item 38), refrains from damaging or misusing objects or materials.

_____ (43) Conforms: Knows and observes rules, regulations, customs, taboos, proprieties expected in his cultural surroundings and age-period (5-6 years). Accepts and masters changes in environmental desirabilities as taught.

_____ (44) Cooperates: Conforms (as in Item 43) but as active collaboration rather than as mere concurrence. Proposes, initiates, assists in harmonious effort. Sacrifices in some degree his own wishes for benefit of group. May do so as leader or as follower.

_____ (45) Observes routines: Displays accommodation to orderly systems of social behavior. Requires minimal "correction" in respect to situational conventions. May have own ways of doing which do not unduly interfere with routines of group or others.

INFORMATION

_____ (46) Fondles: Implements awareness of role or use of a variety of persons, objects or surroundings by investing them with secure regard and affection. Shows pleasure and comfort in dealing with people, pets, and possessions. Indicates personal and interpersonal relatedness. Permits fondling in similar ways.

_____ (47) Names objects: Identifies common objects by name (according to cultural familiarity) in pictures or when presented. Does so for moderately large number (20 or more). For less familiar objects may recognize appropriately if named for him.

_____ (48) Knows day-night: Recognizes time of day as day or night and relates ordinary experiences (getting up, meals, functions, bed-time) thereto (with due regard for seasonal, cultural, and other variations.)

_____ (49) Names coins: Recognizes by name, or tells names of, penny, nickle, dime, and does not confuse them with others (e.g., quarter). Need not identify numerical (penny) values nor their relative progressive worth.

_____ (50) Knows age: Tells calendar age to last (or nearest) birthday in whole years. May know age to years and months or to next (coming) age. Should be more than rote memory, i.e., the age should be meaningful as more or less than some other number. Need not know birthday or birthdate.

ITEM
SCORE

INFORMATION CONTINUED

______ (51) Knows A.M.-P.M.: Recognizes time of day as morning vs. afternoon as an extension of Item 48. Relates to common corresponding functions of time for social living or common daily programs. Need not tell by clock time.

______ (52) Knows right-left: Recognizes directions indicated by "right" and "left." Knows parts of body as indicated and also points to or moves toward these directions as named.

______ (53) Knows address: Tells where he lives by street and number. Need not know city, or part of city. May substitute well known place (apartment, etc.) for home. Rural or isolated addresses may be more general but should provide equivalent of mailing information (e.g., area, road, box and/or route number.) Telephone number not required.

IDEATION

______ (54) Compares size: Successfully compares familiar-like objects as to size (big or little). Comparisons may be relatively easy to make but should be capable of verbalization and/or practical use (as in block building).

______ (55) Counts 3: Counts 3 objects evidently not merely as rote recitation. Knows "how many" up to 3. Manipulates number concepts meaningfully to more than 2. (May rote count beyond this.)

______ (56) Compares texture: Extends Item 54 to making discriminating gross comparisons for sense of touch as rough or smooth-(er) and for verbalizing the distinction.

______ (57) Counts 4: Counts 4 objects meaningfully (more than by rote). Knows "how many" up to 4.

______ (58) Compares weight: Extends Item 54 and 56 to weight as light or heavy. Distinctions should show verbalization and some use (as in play or actions). Relative differences may be gross rather than fine.

______ (59) Names colors: Tells names of primary colors (red, green, yellow, blue) when designating or as designated. Note that selecting, matching, or identifying colors when named are performed at earlier ages.

______ (60) Beats rhythm: Marks time by beating rhythms as in percussion, band, vocal music, clapping, waving hands or arms, in regular cadence. Does so singly or in group accord. Beat is not specially fast or slow.

______ (61) Counts 13: Counts objects meaningfully to 13. Knows "how many" up to 13. May count by rote (or otherwise) to 50 or more. May count by 5's to 25 by rote.

ITEM
SCORE

IDEATION CONTINUED

______ (62) Tells hour: Tells time to approximate hour for daytime hours (8:00 A.M. to 6:00 P.M.), using watch or clock or familiar experiences as cues. Makes use of approximate time for practical desirabilities (e.g., snack or meal time, rising and retiring, anticipating obligations.)

CREATIVITY

______ (63) Explores: Investigates surroundings. "Tries out" himself, others, things, as if searching or proving but is not merely teasing, willful or destructive in doing so. Shows inquisitive interest. Samples tentatively a moderate range of objects and locations. Exercises caution in doing so.

______ (64) Tears: Pulls things apart. "Unbuilds", breaks down, cuts with scissors, unwraps, tears paper, renders, as purposive ways of learning, experiencing, practicing. Activities are inquiring and modifying rather than willful or destructive.

______ (65) Dramatizes stories: Acts out, singly or with others, simple stories, Mother Goose rhymes, characters, and scenes. Dresses up for or acts out role playing.

______ (66) Builds: Extends Item 64 as converse to taking apart. Puts things together. Uses simple building blocks, color blocks, construction toys. Show imagination.

______ (67) Draws: Uses pencils or crayons for making visual representations of people, scenes, things, animals, designs, "artistic" or precise.

______ (68) Moulds: Extends Item 67 to plastic media such as clay, sand, plastic soap, flour and water.

______ (69) Dramatizes music: Extends Item 65 to imaginative representations of tone and rhythm. "Interprets" vocal and instrumental music through action, singing, marching, scene playing.

______ (70) Paints: Extends Item 67 to careful use of children's paints (water colors, easel or finger painting) as a more advanced medium. Productions have "style".

______ (71) Invents stories: Makes up and tells short stories of either real or imaginative content. Should have meaning or plot with ordinary style and structure and some originality. If retold or paraphrased from having heard before, the stories should have variations or appropriate embellishments.

______ (72) Solos: "Goes it alone." Demonstrates self-reliance in various ventures, e.g., sings, dances, performs, with little or no support.

ITEM
SCORE

CREATIVITY CONTINUED

_____ (73) Experiments: Tries new or unusual ways of doing things. Finds original ways or develops own techniques. Develops independent maneuver.

NOTE: Performances in items of this category should generally show "divergent" character, i.e., freedom from the conventional. Productions should show originality, imagination, freshness of gestalt.

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PAR ANSWER SHEET

NAME: ____________ SEX: ____________ GROUP: ____________

DATE OF TESTING: ____________ TEACHER: ____________ SCHOOL: ____________

ITEM SCORES

AMBULATION
#1 (Col. 11-17) 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

MANIPULATION
#1 (Col. 18-25) 8 ___ 9 ___ 10 ___ 11 ___ 12 ___ 13 ___ 14 ___ 15 ___

RAPPORT
#1 (Col. 26-36) 16 ___ 17 ___ 18 ___ 19 ___ 20 ___ 21 ___ 22 ___ 23 ___ 24 ___ 25 ___ 26 _

COMMUNICATION
#1 (Col. 37-46) 27 ___ 28 ___ 29 ___ 30 ___ 31 ___ 32 ___ 33 ___ 34 ___ 35 ___ 36 ___

RESPONSIBILITY
#1 (Col. 47-55) 37 ___ 38 ___ 39 ___ 40 ___ 41 ___ 42 ___ 43 ___ 44 ___ 45 ___

INFORMATION
#1 (Col. 56-63) 46 ___ 47 ___ 48 ___ 49 ___ 50 ___ 51 ___ 52 ___ 53 ___

IDEATION
#2 (Col. 11-18) 54 ___ 55 ___ 56 ___ 57 ___ 58 ___ 59 ___ 60 ___ 61 ___ 62 ___

CREATIVITY
#2 (Col. 19-30) 63 ___ 64 ___ 65 ___ 66 ___ 67 ___ 68 ___ 69 ___ 70 ___ 71 ___ 72 ___ 73 _

Disregard all IBM column # indications. Fill in only Item Score Blanks, e.g., 1 ___ ,
2 ___ ,
etc.

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APPENDIX C

MEDICAL-DENTAL INFORMATION FORM

NATIONAL EVALUATION OF PROJECT FOLLOW-THROUGH

MEDICAL/DENTAL INFORMATION*

1. Child's name______________________________

6. Teacher's name______________________________

8. Name and position of
person completing form______________________________

13. School name______________________________

15. City name______________________________

17. Date of form completion______________________________

20. Date of birth ______________________________

23. Sex of child 1._____Male 2._____Female

24. Is this child? 1._____White 2._____Negro 3._____Oriental
4._____American Indian 5._____Puerto Rican 6._____Other

25. Height_______ Weight_______

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* Adapted from (with permission) form 31, Office of Economic Opportunity, Project Head Start, Medical/Dental Information.

PART ONE: IMMUNIZATION & VACCINATION

	DIPHTHERIA	PERTUSSIS	TETANUS	POLIOMYELITIS	SMALLPOX	MEASLES
Before Fall, 1967, this child:	30)	33)	36)	39)	42)	45)
1. had never been immunized	1.____	1.____	1.____	1.____	1.____	1.____
2. was fully immunized	2.____	2.____	2.____	2.____	2.____	2.____
3. was partially immunized	3.____	3.____	3.____	3.____	3.____	3.____
4. unknown	4.____	4.____	4.____	4.____	4.____	4.____
During school 1967-1968 the child received in doses:	31)	34)	37)	40)	43)	46)
1. None	1.____	1.____	1.____	1.____	1.____	1.____
2. One	2.____	2.____	2.____	2.____	2.____	2.____
3. Two	3.____	3.____	3.____	3.____	3.____	3.____
4. Three or more	4.____	4.____	4.____	4.____	4.____	4.____
5. Unknown	5.____	5.____	5.____	5.____	5.____	5.____
The child received no treatment because he had already had the disease.	32) 1.____	35) 1.____	38) 1.____	41) 1.____	44) 1.____	47) 1.____

PART TWO: SCREENING TESTS

I. Hearing Screening Test

48. Did this child have an audiometric test of hearing as part of the school health program?
    1. Not known or record unclear. . . . . ________
    2. No. . . . . ________
    3. Yes, result normal. . . . . ________
    4. Yes, result abnormal. . . . . ________

49. If an audiometric test was not given, was there another test of hearing (i.e., whisper test) given under conditions where lipreading was not possible?
    1. Not known or record unclear. . . . . ________
    2. No. . . . . ________
    3. Yes, result normal. . . . . ________
    4. Yes, result abnormal. . . . . ________

I. Continued

50. If result of either test was abnormal, this child:
    1. has had no further evaluation or treatment. . . . . ________
    2. has been fully evaluated and treated. . . . . ________
    3. has been scheduled for evaluation or treatment which is not yet complete. ________
    4. has been recommended for evaluation or treatment for which no facilities are available. . . . . ________
    5. has unknown follow-up status. . . . . ________

51. Does this child wear a hearing aid?
    1. Yes. . . . . ________
    2. No . . . .

52. If yes, is the hearing aid periodically checked as part of the school health program?
    1. Yes . . . . ________
    2. No. . . . . ________

II. Vision Screening Test

53. Did this child have a test of far point visual acuity as part of the school health program?
    1. Not known or record unclear. . . . . ________
    2. No. . . . . ________
    3. Yes, result normal. ________
    4. Yes, result abnormal. . . . . ________
    5. Yes, child "not testable." . . . . ________
54. Did this child have a test of near point visual acuity as part of the school health program?
    1. Not known or record unclear. . . . . ________
    2. No. . . . . ________
    3. Yes, result normal. ________
    4. Yes, result abnormal. . . . . ________
    5. Yes, child "not testable." . . . . ________

55. If result of vision screening test was abnormal, this child:
    1. has had no further evaluation or treatment. . . . . ________
    2. has been found to require eyeglasses. . . . . ________
    3. has had eyeglasses prescribed and fitted and is wearing them. . . . . ________
    4. has unknown follow-up status . . . . ________

56. Did this child have a test of binocular function (i.e., Keystone Visual Skills)?
    1. Not known or record unclear. . . . . ________
    2. No. . . . . ________
    3. Yes . . . . ________

57. If yes, is child undergoing treatment?
    1. Yes . . . . ________
    2. No . . . . ________

58. If yes, indicate which treatment
    1. Medical. . . . . ________
    2. Surgical . . . . ________
    3. Orthoptics . . . . ________

II. Continued

59. Does the child have the ability to direct his gaze in all directions?
    1. Not known
    2. Yes . . . . ______
    3. No . . . . ______

60. If no, have recommendations for classroom seating been made?
    1. Yes . . . . ______
    2. No . . . . ______

61. Has treatment been recommended?
    1. Yes . . . . ______
    2. No . . . . ______

62. If yes, indicate which treatment
    1. Medical . . . . ______
    2. Surgical . . . . ______
    3. Orthoptics

63. Has the child obtained treatment for eye infection or eye injury as part of the school health program?
    1. Yes . . . . ______
    2. No . . . . ______

III. Tuberculin Test

64. Did this child have a tuberculin test as part of the school health program?
    1. Not known or record unclear . . . . ______
    2. No, because child had positive test in past . . . . ______
    3. No, because child had recent negative test . . . . ______
    4. Yes, result positive . . . . ______
    5. Yes, result negative . . . . ______

65. If yes, result positive, is this because of BCG vaccine?
    1. Yes . . . . ______
    2. No . . . . ______

66. If the tuberculin test, past or present, was positive, this child:
    1. has had no further evaluation or treatment . . . . ______
    2. is currently being evaluated for tuberculosis . . . . . . ______
    3. has been fully evaluated and found not to require treatment ______
    4. has been fully evaluated and is receiving treatment . . . ______
    5. has unknown follow-up status

IV. Blood Test For Anemia

67. Did this child have a blood test for anemia as part of the school health program:
    1. Not known or record unclear . . . . ______
    2. No . . . . ______
    3. Yes, result abnormal . . . . ______

68. Did this child have any other test for anemia as part of school health program (eyes, fingernails, tongue looked at)
    1. Yes . . . . ______
    2. No . . . . ______

IV. CONTINUED

69. Is there any reason other than the above test to suspect sickle cell anemia (i.e. leg ulcers, frequent illness, underweight.)
    1. Yes . . . . ____________
    2. No . . . . ____________

70. If anemia is indicated, this child:
    1. Has had no further evaluation or treatment . . . . ____________
    2. Is currently being evaluated. . . . . ____________
    3. Has been fully evaluated and found not to require treatment ____________
    4. Has been fully evaluated and is currently receiving or has completed treatment . . . . ____________
    5. Is under constant medical supervision . . . . ____________
    6. Has unknown follow-up status. . . . . ____________

PART THREE: DENTAL

71. Did this child have a dental examination as part of the school health program?
    1. Not known or record unclear . . . . ____________
    2. No . . . . ____________
    3. Yes, by a dentist . . . . ____________
    4. Yes, by a physician . . . . ____________
    5. Yes, by a dental hygienist. . . . . ____________
    6. Yes, by someone other than dentist, physician, or hygienist ____________

72. On dental examination, this child was found to have:
    1. No dental disease . . . . ____________
    2. Dental caries (decay, cavities) . . . . ____________
    3. Other dental disease . . . . ____________

73. How many teeth were affected by dental caries?
    1. Not known or record unclear . . . . ____________
    2. None . . . . ____________
    3. One or more, give exact number if possible. . . . . ____________

74. Does this child routinely drink flouridated water?
    1. No . . . . ____________
    2. Yes . . . . ____________
    3. Uncertain or unknown. ____________

75. Did this child have flouride applied to his teeth as part of the school dental program?
    1. No . . . . ____________
    2. Uncertain or unknown . . . . ____________

76. At the time of this report, this child:
    1. Has had no dental treatment recommended . . . . ____________
    2. Has completed all recommended dental treatment. . . . . . . ____________
    3. Is currently receiving dental treatment . . . . ____________
    4. Is not receiving dental treatment because no treatment facility is available . . . . ____________

PART FOUR: MEDICAL

77. Did this child obtain medical care for an acute illness or injury as part of the school health program?
    1. Not known or record unclear . . . . .____________
    2. No. . . . . .____________
    3. Yes, for an acute illness . . . . .____________
    4. Yes, for an accident or injury . . . . .____________

78. If yes, what was the illness, accident, or injury . . . . .____________

79. Did this child have any medical or psychological problem which required treatment or special evaluation beyond the original examination (do not include acute brief illness and injury noted in question 77, or anemia, vision problem, hearing problem, dental problem, or positive tuberculin test noted in parts two and three)?
    1. Not known or record unclear . . . . .____________
    2. No . . . . .____________
    3. Yes . . . . .____________

If yes, which of the following conditions was present? (Check each condition which required treatment, further evaluation or other special follow-up, then answer the questions on the following page for each condition checked)

Code Letter:

a. Behavior problems or psychiatric condition . . . . ____________
b. Learning problem or mental retardation . . . . ____________
c. Convulsive disorder (seizures, epilepsy) . . . . ____________
d. Cerebral dysfunction, including cerebral palsy "Brain. . .____________
Injury" . . . . .____________
e. Skin disease, including impetigo and eczema . . . . .____________
f. Chronic respiratory disease and allergies . . . . .____________
g. Heart disfunction. . . . . .____________
h. Hernia . . . . .____________
i. Tonsil and adenoid . . . . .____________
j. Urinary tract disease, infections anomalies, etc.. . . . . .____________
k. Speech disorder . . . . .____________
l. Parasitic diseases (i.e. worms, lice) . . . . .____________
m. Digestive disorders (i.e. cystic fibrosis, ulcercative colitis)____________
n. Orthopedics . . . . .____________
o. Venereal infections . . . . .____________
p. Paralysis . . . . ____________
q. Other conditions . . . . ____________

FOR EACH CONDITION CHECKED IN QUESTION 79, PUT THE CODE LETTER IN THE SPACE AT THE TOP OF ONE OF THE COLUMNS, WRITE THE EXACT DIAGNOSIS (IF KNOWN) IN THE SPACE BELOW THE CODE LETTER, AND CHECK ONE SPACE IN EACH OF THE THREE SECTIONS IN THE COLUMN BELOW THE BOX.

CODE LETTER OF CONDITION	80.	84.	88.	92.	96.	100.	104.	108.	112.	116.	120.	124.	128.	132.	136.	140.	144.
DIAGNOSIS (AS SPECIFIC AS POSSIBLE)																	
A. SEVERITY OF CONDITION:	81.	85.	89.	93.	97.	101.	105.	109.	113.	117.	121.	125.	129.	133.	137.	141.	145.
1. SEVERE — WILL CERTAINLY INTERFERE WITH FUTURE HEALTH, SCHOOL PERFORMANCE, AND SOCIAL ADJUSTMENT IF NOT TREATED	1)																
2. MODERATE — IS LIKELY TO INTERFERE WITH FUTURE HEALTH, SCHOOL PERFORMANCE, AND ADJUSTMENT IF NOT TREATED	2)																
3. MILD — IS UNLIKELY TO INTERFERE WITH FUTURE HEALTH, PERFORMANCE AND ADJUSTMENT IF NOT TREATED	3)																
4. SEVERITY NOT ESTIMATED	4)																
B. PREVIOUS KNOWLEDGE AND TREATMENT OF CONDITION:	82.	86.	90.	94.	98.	102.	106.	110.	114.	118.	122.	126.	130.	134.	138.	142.	146.
1. NEWLY DISCOVERED IN SCHOOL HEALTH PROGRAM	1)																
2. PREVIOUSLY KNOWN, BUT NOT RECEIVING ADEQUATE TREATMENT OR CARE	2)																
3. PREVIOUS STATUS UNKNOWN OR UNRECORDED	3)																
C. CURRENT STATUS OF TREATMENT	83.	87.	91.	95.	99.	103.	107.	111.	115.	119.	123.	127.	131.	135.	139.	143.	147.
1. ALL RECOMMENDED EVALUATION AND TREATMENT COMPLETED	1)																
2. CURRENTLY RECEIVING EVALUATION OR TREATMENT	2)																
3. TREATMENT OR EVALUATION PLANNED	3)																
4. RECOMMENDED TREATMENT OR EVALUATION NOT AVAILABLE	4)																
5. RECOMMENDED TREATMENT OR EVALUATION NOT YET PLANNED	5)																
6. CURRENT STATUS UNKNOWN	6)																

TREATMENT OF A CHRONIC CONDITION SUCH AS ASTHMA, MENTAL RETARDATION, OR SEIZURES, CAN BE CONSIDERED "COMPLETED" IF THE CONDITION HAS BEEN FULLY EVALUATED AND THE CHILD IS UNDER THE CARE OF A PHYSICIAN, CLINIC, OR SPECIAL EDUCATION FACILITY THAT HAS ACCEPTED RESPONSIBILITY FOR FUTURE CARE.

APPENDIX D

TEACHERS HEALTH OBSERVATION FORM

(Exempt from Budget Bureau Approval)

TEACHER'S HEALTH OBSERVATIONS

NAME OF CHILD (LAST, FIRST, MIDDLE)

IDENTIFICATION OF SCHOOL OR AGENCY

NAME OF TEACHER

DATE FORM COMPLETED

DOES THIS CHILD COMPLAIN OF OR DEMONSTRATE ANY OF THE FOLLOWING MORE SEVERELY OR MORE FREQUENTLY THAN MOST OF HIS CLASSMATES?

		YES	NO
TEMPER TANTRUMS	(11)		
IMPULSIVE OR EXPLOSIVE BEHAVIOR	(12)		
HYPERACTIVITY OR RESTLESSNESS	(13)		
WITHDRAWN	(14)		
INACTIVE OR SLUGGISH	(15)		
SLEEPY OR LETHARGIC	(16)		
TICS OR GRIMACING	(17)		
CLUMSY	(20)		
LIMP OR ABNORMAL GAIT	(21)		
POOR COORDINATION	(22)		
POOR WRITING OR DRAWING	(23)		
CONVULSIONS, FITS, OR SPELLS	(24)		
SPELLS OF INATTENTION OR STARING INTO SPACE	(25)		
HEADACHES	(26)		
EYES CROSSED OR OUT	(30)		
POOR VISION	(31)		
RED, RUNNY OR ITCHING EYES	(32)		
POOR HEARING	(33)		
DISCHARGE OR RUNNING FROM EAR	(34)		
UNCLEAR SPEECH	(35)		

		YES	NO
SKIN RASH	(36)		
FREQUENT SCRATCHING	(37)		
SORES ON SKIN	(38)		
PALE OR SALLOW SKIN	(39)		
BEATEN OR BRUISED	(43)		
CONTINUOUS RUNNY NOSE	(44)		
FREQUENT NOSE PICKING OR RUBBING	(45)		
COUGH	(46)		
WHEEZING	(47)		
SHORT OF BREATH WITH EXERCISE	(48)		
OVERWEIGHT	(52)		
STOMACH ACHES	(53)		
VOMITING	(54)		
FREQUENT URINATION	(55)		
WETS PANTS	(56)		
SOILS SELF WITH BOWEL MOVEMENTS	(57)		

WHAT IS YOUR OPINION OF THIS CHILD'S HEALTH?

☐ PERFECTLY HEALTHY ☐ SPECIFIC PROBLEM(S) AS NOTED BUT GENERALLY HEALTHY

☐ NOT IN GOOD HEALTH

FURTHER OBSERVATIONS AND EXPLANATION OF ITEMS MARKED "YES" ABOVE

CAP-HS FORM 30c APR 67

GPO 923-713

APPENDIX E

BASELINE DATA QUESTIONNAIRE

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH
BASELINE DATA

1. Child's name ____________________

5. Sex:

_____(0) Male
_____(1) Female

6. Level of Class Placement
_____(0) Kindergarten
_____(1) First Grade

7. Name of School District _______

____

9. Name of School Building _______

____

10. Name of Teacher ______________

____

12. Is this child in Follow Through
_____(0) Yes
_____(1) No

13. _____(0) Head Start Experience
_____(1) No Head Start Experience

14. If had Head Start, was the program:
_____(0) Full year (9 months or more)
_____(1) Part year (3 months to 8 months)
_____(2) Summer (less than 3 months)
_____(3) Other(specify) ______________

15. If had Head Start, was it:
_____(0) full day (2 hours or more)
_____(1) part day (less than 2 hours)
_____(2) other (specify)____________

16. Age:
_____(0) under 4 yrs.
_____(1) 4 yrs. 0 mos.-4 yrs. 11 mos.
_____(2) 5 yrs. 0 mos.-5 yrs. 11 mos.
_____(3) 6 yrs. 0 mos.-6 yrs. 11 mos.
_____(4) 7 yrs. 0 mos.-7 yrs. 11 mos.
_____(5) over 8 yrs. 0 mos.

17. Race:
_____(0) American Indian
_____(1) Caucasian
_____(2) Mexican Indian
_____(3) Negro
_____(4) Oriental
_____(5) Puerto Rico
_____(6) Hawaiian
_____(7) Other (Specify)_________

18. Father's Occupation:
_____(0) Professional, Managerial
_____(1) Skilled
_____(2) Unskilled
_____(3) Unemployed
_____(4) No Father Present
_____(5) Unknown
_____(6) Other (Specify)_________

19. Mother's Occupation
_____(0) Employed Full Time
_____(1) Employed Part Time
_____(2) Housewife Full Time
_____(3) No Mother Present
_____(4) Unknown
_____(5) Other (Specify)_________

20. This child lives at home with both parents in same residence:
_____(0) Yes
_____(1) NO

21. Native Language
_____(0) English
_____(1) Spanish
_____(2) Other (Specify)_________

22. Family Income
_____(0) less than $3000 year
_____(1) $3000-$4000 year
_____(2) $4000-$5000 year
_____(3) $5000-$6000 year
_____(4) above $6000 year

23. Housing
_____(0) Home owner
_____(1) Rents dwelling
_____(2) Other (Specify)_________

24. Comments:

APPENDIX F

ENVIRONMENTAL QUESTIONNAIRE

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

INSTRUCTIONS FOR COMPLETION OF ENVIRONMENTAL QUESTIONNAIRE

This questionnaire should be completed by or under the direction of the Human Resources Coordinator for the Project. Much of the requested information should already be on file for each child.

1. One questionnaire should be completed for each child.
2. Please identify the child and Project at the top of each sheet beginning a new section.
3. Every item should be answered.
4. After completing the questionnaire, tear off the answer sheet at the end of the questionnaire and place it next to the appropriate section.
5. Identify the child and the Project at the top of the answer sheet.
6. Carefully, transfer the responses made on the questionnaire to the answer sheet. That is, if you have checked off response "0" for item 1 under "child", then write in "0" on the answer sheet. If you have responded, for example, "Other" to item 3 under "child", then write in "3" on the answer sheet and write in the answer.
7. Return one answer sheet for each child to the Project Director for mailing to the National Evaluation Office. The Environmental Questionnaires are to be kept for your own records on the child. DO NOT RETURN THE QUESTIONNAIRES.

* * *

DEADLINE FOR RETURNING ANSWER SHEETS: JUNE 15th

* * *

(By keeping the questionnaires in your own files, you will be retaining a set of records for each child. The seperate answer sheet will permit us to have a more accurate and quicker procedure for keypunching the responses for analysis).

Budget Bureau No. 51S-68007
Approval Expires August 31, 1968

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

ENVIRONMENTAL QUESTIONNAIRE

Child's Name ______________________________ City ____________________

I. Child

1. Is this child in Follow Through?

_____(0) Yes
_____(1) No

2. Has this child had Head Start Experience?

_____(0) Yes
_____(1) No

3. If yes, was the program:

_____(0) Full year(8 mos. or more)
_____(1) Part year (3 mos. to 8 mos.)
_____(2) Summer (less than 3 mos.)
_____(3) Other (Specify)__________

4. What name best describes the minority or majority group to which the child belongs:

_____(0) American Indian
_____(1) Caucasian
_____(2) Chinese
_____(3) Cuban-American
_____(4) Hawaiian
_____(5) Japanese
_____(6) Mexican-American
_____(7) Mexican-Indian
_____(8) Negro
_____(9) Oriental
_____(10) Puerto Rican (on Island)
_____(11) Puerto Rican (on Mainland)
_____(12) Portuguese
_____(13) Spanish-American
_____(14) Other (Specify)__________

5. The language first learned by the child was:

_____(0) Chinese
_____(1) English
_____(2) Lakota
_____(3) Portuguese
_____(4) Spanish
_____(5) Other (Specify)__________

6. The language most frequently spoken by the child is:

_____(0) Chinese
_____(1) English
_____(2) Lakota
_____(3) Portuguese
_____(4) Spanish
_____(5) Other (Specify)__________

7. Indicate the child's language ability in English by circling the appropriate response.

0	1	2	3
speaks no English at all	poor	average	good (speaks well for his age)

8. Indicate the child's ability in his language other than English by circling the appropriate response. (Respondent if not fluent in child's language, other than English, should utilize the opinion of an individual having expertise in the language and knowing the child.)

0	1	2	3
speaks no language other than English	poor	average	good (speaks well for his age)

Child's Name ______________________________ City ____________________

II. Family (The census defines a "family" as those related by blood, marriage, or adoption. A second definition, for purposes of this survey, is an "extended family" if several groups live and eat together and pool common resources.)

1. The child's family which you are describing below is:

______(0) a family (census definition)
______(1) an extended family (definition noted above)

2. Write in the total number of people in the family you are describing:

____

3. Is the child living with:
(Choose only one)

______(0) Father
______(1) Stepfather
______(2) Foster Father
______(3) Male guardian
______(4) No adult male
______(5) Other adult male
(Specify)__________
______(6) Don't know

4. What kind of work does the father or other adult male usually do? If the exact occupation is not listed, mark the option which seems to be the closest.

______(0) Farm or ranch owner or manager
______(1) Farm worker on one or more than one farm
______(2) Laborer or domestic worker - Such as filling station attendant, domestic worker, baby sitter, longshoreman, custodian, laundry worker, assembly line worker, etc.
______(3) Semi-Skilled worker - Such as machine operator, bus or cab driver, meat cutter, cook, etc.
______(4) Clerical and sales workers - Such as bookkeeper, store clerk, office clerk, secretary, typist, messenger, etc.
______(5) Service worker - Such as beautician, waiter, mail carrier, nurse's aide, etc.
______(6) Protective worker - Such as police officer, fireman, watchman, etc.
______(7) Skilled worker - Such as a baker, seamstress, electrician, enlisted man in the Armed Forces, mechanic, plumber, tailor, practical nurse, etc.
______(8) Sales Agents and Representatives - Such as real estate or insurance salesman, factory representative, etc.
______(9) Technical - Such as draftsman, surveyor, medical or dental technician, etc.
______(10) Manager or Foreman - Such as sales manager, store manager, office manager, factory supervisor, foreman in a factory or mine, union official, etc.
______(11) Official - Such as manufacturer, officer in a large company, banker, government official or inspector, etc.
______(12) Professional - Such as accountant, teacher, nurse, doctor, engineer, librarian, social worker, registered nurse, artist, etc.
______(13) No present occupation - Such as housewife or parent unable to work or occupation unknown.

Continued
Family

5. Does the pupil's father work?

____(0) No
____(1) Yes, part-time, seasonal, or day work
____(2) Yes, full-time and steady
____(3) Don't know

6. What is the highest level of education of father or other adult male?

____(0) Less than 8 yrs.
____(1) Completed 8 yrs.
____(2) 1-3 yrs. high school
____(3) High school graduate
____(4) Attended trade or specialized school
____(5) Completed trade or specialized school
____(6) Some college
____(7) College graduate
____(8) Other (Specify)____________
____(9) Don't know

7. Is the child living with: (Choose only one)

____(0) Mother
____(1) Stepmother
____(2) Foster Mother
____(3) Female guardian
____(4) No adult female
____(5) Other adult female (Specify)____________
____(6) Don't know

8. Does the pupil's mother work?

____(0) No
____(1) Yes, part-time, seasonal, or day work
____(2) Yes, full-time and steady
____(3) Don't know

9. What kind of work does the mother or other adult female usually do? If the exact occupation is not listed, mark the option which seems to be the closest.

____(0) Farm or ranch owner or manager
____(1) Farm worker on one or more than one farm
____(2) Laborer or domestic worker - Such as filling station attendant, domestic worker, baby sitter, longshoreman, custodian, laundry worker, assembly line worker, etc.
____(3) Semi-Skilled worker - Such as machine operator, bus or cab driver, meat cutter, cook, etc.
____(4) Clerical and sales workers - Such as bookkeeper, store clerk, office clerk, secretary, typist, messenger, etc.
____(5) Service worker - Such as beautician, waiter, mail carrier, nurse's aide, etc.
____(6) Protective worker - Such as police officer, fireman, watchman, etc.
____(7) Skilled worker - Such as a baker, seamstress, electrician, enlisted man in the Armed Forces, mechanic, plumber, tailor, practical nurse, etc.
____(8) Sales Agents and Representatives - Such as real estate or insurance salesman, factory representative, etc.
____(9) Technical - Such as draftsman, surveyor, medical or dental technician, etc.
____(10) Manager or Foreman - Such as sales manager, store manager, office manager, factory supervisor, foreman in a factory or mine, union official, etc.
____(11) Official - Such as manufacturer, officer in a large company, banker, government official or inspector, etc.
____(12) Professional - Such as accountant, teacher, nurse, doctor, engineer, librarian, social worker, registered nurse, artist, etc.
____(13) No present occupation - Such as housewife or parent unable to work or occupation unknown.

Continued
Family

10. What is the highest level of education of mother or other adult female?

______(0) Less than 8 yrs.
______(1) Completed 8 yrs.
______(2) 1-3 yrs. high school
______(3) High school graduate
______(4) Attended trade or specialized school
______(5) Completed trade or specialized school
______(6) Some college
______(7) College graduate
______(8) Other (Specify)____________
______(9) Don't know

11. Annual family income from all sources is:

______(0) Under $3,000
______(1) $3,000 - $3,999
______(2) $4,000 - $4,999
______(3) $5,000 - $5,999
______(4) $6,000 - $6,999
______(5) $7,000 - $7,999
______(6) Over $8,000
______(7) Don't know

12. How many children are in the family age six and below?

______(0) None
______(1) 1 to 3
______(2) 4 to 7
______(3) 8 or above
______(4) Don't know

13. How many children are in the family between ages seven and sixteen?

______(0) None
______(1) 1 to 3
______(2) 4 to 7
______(3) 8 or above
______(4) Don't know

14. How many "children" are in the family between ages seventeen and twenty-one?

______(0) None
______(1) 1 to 3
______(2) 4 to 7
______(3) 8 or above
______(4) Don't know

15. Is there a school "drop-out" under age 18 living in the family?

______(0) Yes
______(1) No

16. How many children in the family are not at the proper grade level for age?

______(0) None
______(1) 1
______(2) 2 - 4
______(3) 5 or above
______(4) Don't know

17. Write in number of times the child has moved within the last three years.

______

18. Mobility of family:

______(0) Lived in neighborhood less than 6 mos.
______(1) Lived in neighborhood 6 mos. to one year
______(2) 1 to 2 years
______(3) 3 to 4 years
______(4) 5 years or more
______(5) Information unavailable (Why)________________

19. Does child come from an agricultural migrant family?

______(0) Yes
______(1) No

Child's Name____City______________________

III. Domicile

1. The family

______(0) lives in public housing
______(1) rents private domicile
______(2) owns domicile
______(3) Don't know

2. Does the family receive a rent subsidy?

______(0) Yes
______(1) No
______(2) Don't know

3. The home in which the child is now living is:

______(0) A one family dwelling
______(1) A multi-family house
______(2) Apartment
______(3) Non-permanent dwelling, i.e. tents, shacks
______(4) Trailer
______(5) A school sponsored dormitory
______(6) Other (Specify)__________

4. What is the condition of this dwelling?

______(0) Well-kept, but old
______(1) Dilapidated and old
______(2) Well-kept and fairly new
______(3) Poorly-kept, but fairly new
______(4) Other (Specify)__________

5. How many rooms in this home are occupied by the family. (do not count bathrooms)

______(0) 1
______(1) 2
______(2) 3 to 4
______(3) 5 to 6
______(4) 7 to 8
______(5) 9 to 10
______(6) 11 or more
______(7) Don't know

6. How many rooms are used only as sleeping rooms?

______(0) None
______(1) 1
______(2) 2
______(3) 3 or 4
______(4) 5 or more
______(5) Don't know

7. Is there a problem with vermin (rats, roaches, etc.)?

______(0) Yes
______(1) No
______(2) Unknown

*Answer question 7 according to your best knowledge or impression.

Child's Name_______________________________________City_____________________

IV. Neighborhood

1. The neighborhood in which the child lives is primarily:

_____(0) Residential
_____(1) Commercial or industrial
_____(2) Both residential and commercial/industrial
_____(3) Rural, farm, or open country

2. What is the nature of the dwellings in the area where the child lives?

_____(0) Well kept single family houses
_____(1) Well kept multi-family dwellings
_____(2) Run down single family houses
_____(3) Run down multi-family dwellings
_____(4) Don't know

3. In your opinion, play areas in the neighborhood for children are:

_____(0) Unavailable
_____(1) Poor
_____(2) Adequate
_____(3) Good

4. In your opinion, street lighting within the area is:

_____(0) Poor
_____(1) Adequate
_____(2) Good

5. If needed, police protection within the area is:

_____(0) Unavailable
_____(1) Poor
_____(2) Adequate
_____(3) Good

6. For the needs of adult population public transportation is:

_____(0) Unavailable
_____(1) Poor
_____(2) Adequate
_____(3) Good

*Answer questions 3,4,5, and 6 according to your best knowledge or impression.

* * *

ENVIRONMENTAL QUESTIONNAIRE ANSWER SHEET

Child's Name ______________________ City ______________

Person responsible for completing this form ______________________

Sex __________ Group __________ School __________

I. CHILD
(Column)

(11) 1. __________
(12) 2. __________
(13) 3. __________
(14-15) 4. __________
(16) 5. __________
(17) 6. __________
(18) 7. __________
(19) 8. __________

II. FAMILY
(Column)

(20) 1. __________
(21-22) 2. __________
(23) 3. __________
(24-25) 4. __________
(26) 5. __________
(27) 6. __________
(28) 7. __________
(29) 8. __________
(30-31) 9. __________
(32)10. __________
(33)11. __________
(34)12. __________
(35)13. __________
(36)14. __________
(37-38)15. __________
(39)16. __________
(40-41)17. __________
(42)18. __________
(43)19. __________

III. DOMICILE
(Column)

(44) 1. __________
(45) 2. __________
(46) 3. __________
(47) 4. __________
(48) 5. __________
(49) 6. __________
(50) 7. __________

IV. NEIGHBORHOOD
(Column)

(51) 1. __________
(52) 2. __________
(53) 3. __________
(54) 4. __________
(55) 5. __________
(56) 6. __________

NOTE: Please disregard "column" heading and numbers in parentheses. These are for keypunching purposes only. Remember. If you have responded "Other" to any question, write in the option number and your answer. PLEASE REFER BACK TO NUMBER SIX UNDER INSTRUCTIONS.

APPENDIX G

BSAG CLINICAL INTERPRETATIONS

APPENDIX G

TO: Follow Through Project Directors

FROM: National Evaluation, Project Follow Through

DATE: February 28, 1968

SUBJECT: Interpretation of the Diagnostic Form of the Bristol Social Adjustment Guides: The Child in School

All projects have recently received from the National Evaluation Office Diagnostic Forms for the Bristol Social-Adjustment Guide for each child in their Follow Through and control groups.

The following information is offered for those of you who are interested in interpreting and utilizing the results for individual children. Interpretations from the Diagnostic Form will, of course, be most valuable to teachers when they are made in conjunction with other test results (STAR, CTMM) and observations (PAR and daily classroom interactions). The BSAG reports are probably most generally useful when used to suggest directions for teacher-pupil interactions geared to helping children overcome the indicated difficulties. However, when the scores suggest a more severe maladjustment, the BSAG should also serve as a basis for teacher referral to the available human resources personnel, counseling, or psychological services.

Each scale on the Diagnostic Form indicates a specific unsettled or maladjusted attitude noted by the child's teacher in school, i.e., "XA, anxiety or uncertainty about adult interest and affection." Only those observed behaviors considered outside the normal range were assigned scores. The lower scores indicating unsettledness are printed on the left side of the broken line; the higher scores indicating maladjustment are shown on the right side of the same broken line. The higher the number for each scale, the more severe the maladjustment.

Attached are copies of diagnostic forms completed for two children: Nancy is in an A_1 group, Randy is in an A_2 group. The brief interpretations following each form may serve as examples of how to interpret the individual scale scores and make inferences from combined scale scores. (Please remember that the interpretations are predicated on the assumption that the observations were accurately reported.) These data reflect the two childrens' adjustments to school as of October, 1967. Since children's accommodations to school change as the year progresses, their behaviors may, of course, have changed since that time.

We are working with the publisher and author of the BSAG in an attempt to extend its interpretations. As further applications of the diagnostic information become evident, we will inform you.

Feel free to contact our office if we can be of further assistance.

The original interpretation of the Bristol was based upon using the highest (greatest degree of maladjustment) option selected to describe the behavior of the child. (See preceding page.) Later information from Dr. Stott resulted in re-punching the Bristol in accordance with his instructions.

Information regarding the new scoring and interpretation procedures was sent to Project Directors. (See following page.) As carbon copies of the diagnostic forms had been returned to the Directors, the up-dated information was then sufficient for their use in a clinical manner. However, the original interpretations are included since they were sent to Project Directors.

Bristol Social Adjustment Guide

The following information is obtained from The Social Adjustment of Children[1] by D. H. Stott and from communications and a visit with Dr. Stott.

Caution should be exerted in interpreting the degree of "maladjustment" or strength of "syndrome" as the norms were not stabilized on children comparable to the Follow Through population. Results should be looked at in a "clinical" and "diagnostic" sense applicable primarily to that child. In other words, the category breakdowns noted below are merely guidelines to interpretations and not as definitive interpretations.

The "Q" scale (which does not appear on the diagnostic form) is a new scale developed by Dr. Stott and is labeled by him as the "Inconsequential Syndrome." This scale is derived from adding together items from other scales as follows: (a total of 28 items comprise "Q")

D	1,7,8,13
XA	3,10
XC	1,2,3,4,6,10,11,13,14,15
HA	14
R	1,2,4,5,6,7,9,10,11
M	9
HC	4

Total
30 and over-severely maladjusted
20-30-definitely maladjusted
10-19-unstable
5-9-normal
0-4-very stable

Total scale scores

	Syndrome	Degree	Strong
	Slight	Some	
U	Not more than 3 items, which may include 1 high; or not more than 4 low.	3 items if 2 or more are high. 4 if one or more high. Otherwise 5-7.	8 or more.
D	2-3	4-6	7 or more
W	2-4	5-6	7 or more
XA	2-4	5-6	7 or more
HA	2-3	4-6	7 or more
K	2-3	4-6	7 or more
HC	1-2	3-5	6 or more
Q	2-3	4-6	7 or more

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[1] University of London Press Ltd., Second Edition, London, 1963.

NANCY - A1

Interpretation of Specific Scales

Nancy's inhibition is shown by her score of 8 on the D scale, suggesting periods of irritability. Her anxiety about the lack of adult interest and adult affection toward her is noted by the number of scores as well as the high score on the XA scale.

The K score of 11 indicates a lack of social awareness and an attitude of rejecting adult approval. Although, she seeks acceptance by other children (XC).

Poor attention and perseverance are reflected in her behavior as measured by the R scale. Emotional immaturity is indicated on the M scale. The MN scale score shows a high degree of nervous symptoms.

General Interpretations

Nancy's "maladjustment" in school seems to be limited to her anxiety about adult interest and affection toward her (XA). All other scores point to "unsettledness" in school.

While she shows a degree of depression (D), it is not accompanied by signs of inhibition (U) or withdrawal (W), suggesting that she is not engaging in avoidance of affectional relationships which would be viewed as a very serious symptom.

Her anxiety is related to feelings of rejection by both adults (XA) and other children (XC). But she shows no evidence of hostility towards either adults (HA) or children (HC).

Nancy's adjustment in school can probably be improved by giving her attention for socially acceptable behavior and by reducing the length of time demanded for task related activities.

NOTE:
Pages 141 and 143 of this document use the form, Bristol Social-Adjustment Guides, The Child in School--Diagnostic Form, copyright 1956 by D.H. Stott and E. G. Sykes and copyright 1967 by Educational and Industrial Testing Service. These two pages are not available for reproduction at this time.

RANDY - A2

Interpretation of Specific Scales

His rating of 10 on the XA scale indicates that he engages in attention-seeking behavior as a way to demand affection.

The high HA score (17) is indicative of anti-social behavior taking the form of hostility toward others.

The score of 5 on the K scale suggest a lack of desire to please adults.

A need for acceptance by other children and his concerns when the acceptance is not forthcoming are shown on the XC scale.

The hostility to other children, as seen in HC, takes the form of jealousy.

R reflects Randy's difficulty in attending to tasks.

His nervousness is seen in the score of 4 on the MN scale.

General Interpretations

Randy's problems of adjustment to school are essentially those that relate to "unsettledness" rather than to "maladjustment" (only one category HA extends into the maladjustment side of the form).

His diagnostic form indicates that he "acts out" rather than withdraws (note XA #10; HA #17, and XC). Because he does seek adult affection (XA) and acceptance from his peers (XC), it is likely that his hostility towards adults (HA) and towards other children (HC) can be diminished if he is given recognition for desirable behavior.

APPENDIX H

REPORTS ON CONTROL COMPARABILITY

BERKELEY, CALIFORNIA

Base-line data received October 13, 1967

There are 102 children in Follow-Through, 59 of whom have not had Head Start, with approximately equal numbers male and female. Over 95% are English-speaking. 93% of A1 is Negro; 71% of A2 is Caucasian. 83% of A1 incomes are less than $4,000; 86% of A2 incomes are over $6,000.

Experimental Groups

	A1	A2	Total
Male	56%	51%	53%
Female	44%	49%	47%
Caucasian	--	71%	41%
Mexican-Indian	2%	--	1%
Negro	93%	15%	48%
Oriental	--	10%	6%
Other	5%	4%	4%
English-speaking	95 %	97%	96%
Spanish-speaking	5%	--	2%
Other	--	3%	2%
Under $3,000	64%	2%	27%
$3,000 - $4,000	19%	--	8%
$4,000 - $5,000	9%	7%	8%
$5,000 - $6,000	7%	5%	6%
Over $6,000	--	86%	50%
Unanswered	1%	--	1%

There are 14 children from San Diego in the Control Group, all of whom have had Head Start. * 85% Negroes, the rest Mexican-Indian. 92% are English-speaking. 58% of the incomes are less than $3,000. All are less than $5,000. There are equal numbers male and female.

Control Group

	B1	Total
Male	50%	50%
Female	50%	50%
Mexican-Indian	15%	15%
Negro	85%	85%
English-speaking	92%	92%
Spanish-speaking	8%	8%
Under $3,000	58%	58%
$3,000 - $4,000	28%	28%
$4,000 - $5,000	14%	14%

BERKELEY, CALIFORNIA

At the time of the site visit, we were informed that no Control Groups would be available from Berkeley.

Because of San Diego's cooperation, it was decided to take a B1 group from there. No B2 group was taken as it was known that San Diego's would not prove comparable to Berkeley.

* "Head Start" from this point on will be defined as an actual Head Start Program or any comparable pre school or kindergarten experience.

SAN DIEGO, CALIFORNIA

Base-line data received September 18, 1967

There are 120 children in Follow-Through, 19 of whom have not had Head Start, with nearly equal numbers male and female. Approximately 75% of the groups are Negro and 80% English-speaking. All of the incomes are below $4,000.

Experimental Groups

	A1	A2	Total
Male	56%	53%	56%
Female	44%	47%	44%
Caucasian	1%	--	1%
Mexican-Indian	19%	5%	17%
Negro	79%	74%	78%
Other	1%	21%	4%
English-speaking	84%	74%	83%
Spanish-speaking	16%	26%	17%
Under $3,000	47%	37%	45%
$3,000 - $4,000	50%	63%	53%
$4,000 - $5,000			
$5,000 - $6,000			
Over $6,000			
Unanswered	3%		2%

SAN DIEGO, CALIFORNIA

There are 40 children in the Control Groups with nearly equal numbers male and female. Over two-thirds are Negro, and 80% English-speaking. All of the incomes are below $4,000.

Control Groups

	B1	B2	Total
Male	50%	45%	47%
Female	50%	55%	53%
Caucasian	--	5%	2%
Mexican-Indian	20%	30%	25%
Negro	80%	65%	73%
English-speaking	85%	75%	80%
Spanish-speaking	15%	25%	20%
Under $3,000	40%	25%	33%
$3,000 - $4,000	60%	75%	67%

The Control Groups appear to be comparable to the Experimental Groups.

LOS ANGELES, CALIFORNIA

Base-line data received September 18, 1967

There are 88 children in Follow-Through, 21 of whom have not had Head Start, with an approximate 60:40 male to female ratio. In A1, 73% are Mexican-American, in A2 67% are Caucasian. Approximately one-half of A1 and all of A2 are English-speaking. In A1, 76% of the incomes are less than $3,000, and 3% are over $6,000. In A2, none are under $3,000; nearly 50% are over $6,000.

LOS ANGELES, CALIFORNIA

Experimental Groups

	A1	A2	Total
Male	57%	62%	58%
Female	43%	38%	42%
Caucasian	27%	67%	36%
Oriental	--	9%	2%
Mexican-American	73%	24%	62%
English-speaking	58%	86%	65%
Spanish-speaking	42%	9%	34%
Other	--	5%	1%
Under $3,000	50%	--	23%
$3,000 - $4,000	46%	5%	36%
$4,000 - $5,000	18%	14%	17%
$5,000 - $6,000	3%	38%	11%
Over $6,000	3%	43%	13%

There are 26 children in the Control Groups, 6 of whom have had Head Start. B2 has a 60:40 male to female ratio. All in B1 are female. B2 is two-thirds Caucasian. B1 is 83% Mexican-American. Over 80% of both groups are English-speaking. Nearly 50% of B2 has incomes over $6,000; 50% of B1 has incomes between $3,000 - $4,000.

Control Groups

	B1	B2	Total
Male	--	60%	46%
Female	100%	40%	54%
Caucasian	17%	65%	54%
Oriental	--	10%	8%
Mexican-American	83%	25%	38%
English-speaking	83%	85%	84%
Spanish-speaking	17%	10%	12%
Other	--	5%	4%
Under $3,000	--	--	--
$3,000 - $4,000	50%	5%	15%
$4,000 - $5,000	16%	15%	15%
$5,000 - $6,000	16%	35%	32%
Over $6,000	16%	45%	38%

LOS ANGELES, CALIFORNIA

B2 is closely comparable to A2. It was impossible to select a total of 40 comparable control subjects as the pool suggested would not yield more than 26.

BOULDER, COLORADO

Base-line data received September 18, 1967

There are 49 children in Follow-Through, all with Head Start experience, with nearly equal numbers male and female. 41% are Spanish-Mexican American, 49% are Caucasian, the rest American-Indian, Negro, and one from India. 96% are English-speaking. 62% of the incomes are under $4,000, 7% over $6,000.

Experimental Group

	A1	Total
Male	51%	51%
Female	49%	49%
American-Indian	2%	2%
Caucasian	49%	49%
Negro	6%	6%
Other	43%	43%
English-speaking	96%	96%
Spanish-speaking	2%	2%
Other	2%	2%
Under $3,000	27%	27%
$3,000 - $4,000	35%	35%
$4,000 - $5,000	14%	14%
$5,000 - $6,000	7%	7%
Over $6,000	7%	7%

BOULDER, COLORADO

There are 40 Caucasian children in the Control Groups, with nearly equal numbers male and female, nearly 90% of whom are English-speaking. B1 had 95% of incomes under $5,000, 5% above $6,000. B2 had 50% of incomes under $4,000, 10% above $6,000.

Control Groups

	B1	B2	Total
Male	55%	55%	55%
Female	45%	45%	45%
Caucasian	100%	100%	100%
English-speaking	75%	100%	88%
Spanish-speaking	25%	--	12%
Under $3,000	20%	20%	20%
$3,000 - $4,000	60%	35%	48%
$4,000 - $5,000	15%	15%	15%
$5,000 - $6,000	--	20%	10%
Over $6,000	5%	10%	7%

Eliminating the classroom with less than 5 left 21 subjects available for selection in B1.

Because there is no A2, Group B2 was comparable to A1. All of the other B2 pool were Caucasian, explaining the failure to find two groups comparable on the racial variable.

MIAMI, FLORIDA

Base-line data received September 18, 1967

There are 99 children in Follow-Through, 38 of whom have not had Head Start, with nearly equal numbers male and female. There are approximately 6 races represented with over 35% being Caucasians. Over two-thirds are English-speaking. Approximately two-thirds of A1 have incomes under $4,000, 7% over $6,000. Nearly two-thirds of A2 have incomes under $4,000, 9% over $6,000. Approximately 10% of the two groups were unanswered on this item.

MIAMI, FLORIDA

Experimental Groups

	A1	A2	Total
Male	45%	55%	48%
Female	55%	45%	52%
Caucasian	35%	50%	42%
Mexican-Indian	2%	--	1%
Negro	24%	18%	24%
Oriental	3%	3%	3%
Puerto Rican	20%	18%	19%
Other	10%	11%	11%
English-speaking	65%	66%	65%
Spanish-speaking	35%	34%	35%
Other	--	--	--
Under $3,000	34%	34%	34%
$3,000 - $4,000	31%	26%	29%
$4,000 - $5,000	10%	13%	11%
$5,000 - $6,000	7%	6%	6%
Over $6,000	7%	13%	9%
Unanswered	11%	8%	11%

There are 40 children in the Control Groups with nearly equal numbers male and female. There are approximately 4 races represented of which nearly 50% are Caucasians. Over two-thirds are English-speaking. In B1, 75% of incomes are under $4,000, 5% over $6,000. In B2, 60% are under $4,000, 15% above $6,000.

Control Groups

	B1	B2	Total
Male	45%	55%	50%
Female	55%	45%	50%
Caucasian	40%	55%	47%
Mexican-Indian	--	--	--
Negro	25%	25%	25%
Oriental	--	--	--
Puerto Rican	25%	5%	15%
Other	10%	15%	13%

MIAMI, FLORIDA

	B1	B2	Total
English-speaking	65%	80%	73%
Spanish-speaking	35%	20%	27%
Under $3,000	35%	40%	37%
$3,000 - $4,000	40%	20%	30%
$4,000 - $5,000	10%	15%	13%
$5,000 - $6,000	10%	10%	10%
Over $6,000	5%	15%	10%

Other than being unable to find comparable subjects for all the races represented in the Experimental Groups, the Control Groups do not seem to differ significantly.

LAFAYETTE, GEORGIA

Base-line data received September 25, 1967

There are 95 English-speaking children in Follow-Through, 33 of whom have not had Head Start, with an approximate 60:40 male to female ratio. There is 1 Mexican-Indian, over 50% Caucasians, and the rest Negroes. A1 had 65% incomes under $4,000, 6% over $6,000. A2 has approximately one-third of incomes under $4,000, one-third over $6,000.

Experimental Groups

	A1	A2	Total
Male	58%	61%	59%
Female	42%	39%	41%
Caucasian	55%	85%	65%
Mexican-Indian	--	3%	1%
Negro	45%	12%	34%
English-speaking	100%	100%	100%
Under $3,000	30%	18%	26%
$3,000 - $4,000	35%	15%	27%
$4,000 - $5,000	23%	9%	18%
$5,000 - $6,000	6%	24%	13%
Over $6,000	6%	34%	16%

LAFAYETTE, GEORGIA

There are 40 English-speaking children in the Control Groups, with a 60:40 male to female ratio. Over 65% are Caucasian, the rest Negro. B1 has 65% incomes under $4,000, 5% above $6,000. A2 has 30% of incomes under $4,000, 30% over $6,000.

Control Groups

	B1	B2	Total
Male	60%	60%	60%
Female	40%	40%	40%
Caucasian	65%	85%	75%
Negro	35%	15%	25%
English-speaking	100%	100%	100%
Under $3,000	30%	15%	22%
$3,000 - $4,000	35%	15%	25%
$4,000 - $5,000	23%	30%	28%
$5,000 - $6,000	6%	10%	8%
Over $6,000	6%	30%	17%

The Control Groups do not seem to differ significantly from the Follow-Through Groups. However, there was no Mexican-Indian available as a control subject.

HONOLULU, HAWAII

Base-line data received September 27, 1967

There are 212 children in Follow-Through, 91 of whom have not had Head Start, with approximately equal numbers male and female. Six races are represented with 63% of A1 and 37% of A2 of mixed racial descent. Over 16% are Caucasian. 89% are English-speaking. A1 had 60% of incomes under $3,000 and 3% above $6,000. A2 has 5% over $5,000 and none less than $3,000.

HONOLULU, HAWAII

Experimental Groups

	A1	A2	Total
Male	51%	47%	49%
Female	49%	53%	51%
Caucasian	16%	20%	17%
Negro	2%	--	1%
Oriental	8%	30%	17%
Puerto Rican	4%	3%	4%
Hawaiian	7%	10%	8%
Other	63%	37%	52%
English-speaking	89%	89%	89%
Other	11%	11%	11%
Under $3,000	28%	--	16%
$3,000 - $4,000	32%	9%	22%
$4,000 - $5,000	29%	35%	32%
$5,000 - $6,000	8%	26%	16%
Over $6,000	3%	30%	14%

There are 38 children equally divided between the two Control Groups with nearly equal numbers male and female. Over 90% are English-speaking. Over one-half are of mixed racial descent. B1 has 68% of incomes under $3,000 and none over $5,000. B2 has 87% of incomes under $3,000. Nearly 75% are between $3,000 - $6,000. The rest are over $6,000.

Control Groups

	B1	B2	TOTAL
Male	47%	47%	47%
Female	53%	53%	53%
Caucasian	8%	8%	5%
Oriental	8%	39%	22%
Puerto Rican	10%	--	8%
Hawaiian	--	8%	3%
Other	74%	53%	62%
English-speaking	90%	92%	92%
Other	10%	8%	8%
Under $3,000	68%	8%	37%

HONOLULU, HAWAII

Control Groups

	B1	B2	TOTAL
$3,000 - $4,000	11%	21%	16%
$4,000 - $5,000	21%	25%	24%
$5,000 - $6,000	—	25%	13%
over $6,000	—	21%	10%

Thirty-eight rather than forty subjects are included in the Control Groups in order to find comparable income levels to the Experimental Groups, and to keep at least five control children to a classroom.

Control groups do not suitably fit Experimental groups regarding incomes, because the reduced number of Base - line data available for selection upon the elimination of those attending Pope School on the request of the local project director.

DES MOINES, IOWA
Base-line data received September 20, 1967

There are 10[illegible] children in Follow Through of whom 2[illegible] have not had Head Start, with an approximately 60:40 male to female ratio. Over 50% of both groups are Negroes, Approximately 1/3 Caucasion; the rest Mexican-Indian. Over 90% speak English; the rest Spanish. Over 40% of both groups have incomes below $3,000. Approximately 3% are over $6,000.

Experimental Groups

	A1	A2	TOTAL
Male	55%	64%	57%
Female	45%	36%	43%
Caucasian	31%	39%	33%
Mexican-Indian	5%	11%	7%
Negro	64%	50%	60%
English speaking	99%	93%	97%
Spanish speaking	1%	7%	3%
under $3,000	40%	50%	45%
$3,000 - $4,000	45%	25%	35%
$4,000 - $5,000	5%	15%	10%

DES MOINES, IOWA

Experimental Groups

	A1	A2	TOTAL
$5,000 - $6,000	5%	5%	5%
over $6,000	5%	5%	5%

There are 40 children in the Control Groups with approximately a 60:40 male to female ratio. 5% are Spanish-speaking; the rest speak English. Approximately 35% are Caucasian; there is 1 Mexican-Indian; the rest are Negro. Nearly ½ of both groups have incomes below $3,000; approximately 5% are over $6,000.

Control Groups

	B1	B2	TOTAL
Male	55%	60%	58%
Female	45%	40%	42%
Caucasian	30%	40%	35%
Mexican-Indian	--	5%	2%
Negro	70%	55%	63%
English-speaking	100%	95%	98 %
Spanish-speaking	--	5%	2%
under $3,000	40%	45%	48%
$3,000 - $4,000	45%	30%	32%
$4,000 - $5,000	5%	15%	12%
$5,000 - $6,000	5%	5%	5%
over $6,000	5%	5%	3%

The control groups do not seem to differ significantly from the experimental groups on the four variables, with the exception that B1 forms do not contain the 5% Mexican-Indian population of A1. This group was not available for B1.

It should be noted that a large percentage of the Base-line data were unanswered on the item concerning income. To render this Base-line data usable an estimate of income was made from the Father's occupation on the basis of Base-line data answered on both items. As a result unskilled workers were inferred to be in the under $3,000 income group; skilled in the $3,000 - $4,000 group. Local project director Maxine Robinson approved this procedure.

PIKEVILLE, KENTUCKY
Base-line data received September 18, 1967

There are 101 English-speaking children of Caucasian stock in Follow Through of whom 19 have had Head Start. There are nearly equal numbers of male and female. Approximately 60% have incomes under $3,000 and 5% have incomes over $6,000.

PIKEVILLE, KENTUCKY

Experimental Groups

	A1	A2	TOTAL
Male	50%	42%	48%
Female	50%	58%	51%
Caucasian	100%	100%	100%
English-speaking	100%	100%	100%
under $3,000	60%	58%	59%
$3,000-$4,000	24%	11%	22%
$4,000-$5,000	5%	11%	6%
$5,000-$6,000	5%	15%	7%
over $6,000	6%	5%	6%

There are 40 English-speaking Caucasian children in the Control Groups with nearly equal numbers male and female. B1 have 60% of the incomes under $3,000 and 5 % over $6,000. B2 has 35% of the incomes under $3,000 and 5% over $6,000.

Control Groups

	B1	B2	TOTAL
Male	50%	40%	45%
Female	50%	60%	55%
Caucasian	100%	100%	100%
English-speaking	100%	100%	100%
under $3,000	60%	35%	48%
$3,000 - $4,000	25%	25%	25%
$4,000 - $5,000	5%	25%	15%
$5,000 - $6,000	5%	10%	7%
over $6,000	5%	5%	5%

B1 approximates A1 well. B2 is not comparable to A2 on income, however no other choices were available. Only 22 possible subjects were submitted for B2.

UPPER MARLBORO, MARYLAND

Base-line data received September 25, 1967

There are 118 children in Follow Through of whom 51 have had Follow-Throu[illegible] A1 has an approximately 30:70 male to female ratio; A2 nearly equal numbers of each. A1 has over 80% Negro, the rest Caucasian; A2 has approximately 2/3 Caucasian, the rest Negro. Approximately 98% are English-speaking; the rest speak Spanish. In A1 70% of the incomes are below $4,000; none are above $6,000. In A2 over 50% of the incomes are above $5,000; none are below $3,000.

UPPER MARLBORO, MARYLAND

Experimental Groups

	A1	A2	TOTAL
Male	36%	47%	41%
Female	64%	53%	59%
Caucasian	18%	65%	38%
Negro	92%	35%	62%
English-speaking	100%	98%	99%
Spanish-speaking	—	2%	1%
under $3,000	40%	—	25%
$3,000 - $4,000	30%	15%	24%
$4,000 - $5,000	25%	30%	26%
$5,000 - $6,000	5%	25%	12%
over $6,000	—	30%	13%

There are 32 English-speaking children in the Control Groups, 12 of whom have had Head Start, with nearly equal numbers of male and female. B1 is 100% Negro; B2 is 65% Caucasian; the rest Negro. In B1 all 12 incomes are above $4,000; 50% are above $6,000. In B2 40% of the incomes are below $4,000; 20% is above $6,000.

Control Groups	B1	B2	TOTAL
Male	50%	45%	47%
Female	50%	55%	53%
Caucasian	—	65%	41%
Negro	100%	35%	59%
English-speaking	100%	100%	100%
under $3,000	—	15%	8%
$3,000 - $4,000	—	25%	16%
$4,000 - $5,000	25%	30%	29%
$5,000 - $6,000	25%	10%	16%
over $6,000	50%	20%	31%

It was not possible to fit B2 incomes to A2 as there were not subjects with the suggested pool. All 12 B1 subjects submitted were used to form this group.

CAMBRIDGE, MASSACHUSETTS
Base-line data received October 20, 1967

There are 109 children in Follow Through, 33 of whom have not had Head Start, with an approximately 60:40 male to female ratio. There are approximately five races represented over 75% of whom are Caucasian. Over 85% are English-speaking. In A1 21% of the incomes are under $3,000; 11% are between $3,000 to $6,000. The rest are unknown. In A2 6% of the incomes are below $4,000; 18% between $3,000 - $6,000. The rest are unknown. In A1 regarding Father's income 40% indicated unskilled, 18 unemployed, 3% skilled; the rest were not tallied. In A2 regarding Father's income 49% indicated unskilled, 21% skilled, 6% unemployed; the rest were not tallied.

Experimental Groups

	A1	A2	TOTAL
Male	55%	61%	56%
Female	45%	39%	44%
Caucasian	75%	82%	78%
Negro	18%	12%	18%
Oriental	3%	--	1%
Puerto Rican	1%	3%	1%
Other	3%	3%	2%
English-speaking	92%	85%	89%
Spanish-speaking	4%	3%	3%
Other	4%	12%	8%
Under $3,000	21%	3%	15%
$3,000 - $4,000	5%	3%	4%
$4,000 - $5,000	5%	9%	6%
$5,000 - $6,000	1%	9%	3%
over $6,000	--	--	--
Skilled	3%	21%	9%
Unskilled	40%	49%	42%
Unemployed	25%	6%	20%

There are 40 children in the control groups, with an approximately 60:40 male to female ratio. There are approximately five races represented; over 80% are Caucasian. Over 80% are English-speaking. Of the 30% in B1 on the basis of income 15% are below $3,000, 15% between $3,000 - $5,000. Of the 30% in B2 on the basis of income, 10% are below $4,000, 20% between $4,000 - $6,000. Of the 70% in B1 on the basis of Father's occupation, 25% are skilled, 35% unskilled, 10% unknown. Of the 70% in B2 on the basis of Father's occupation, 20% are skilled, 40% unskilled, 10% unknown.

CAMBRIDGE, MASSACHUSETTS

Control Groups

	B1	B2	TOTAL
Male	55%	60%	58%
Female	45%	40%	42%
Caucasian	85%	80%	82%
Negro	15%	10%	14%
Oriental	--	--	--
Puerto Rican	--	5%	2%
Other	--	5%	2%
English-speaking	90%	80%	86%
Spanish-speaking	10%	5%	7%
Other	--	15%	7%
under $3,000	15%	5%	10%
$3,000 - $4,000	5%	5%	5%
$4,000 - $5,000	10%	10%	10%
$5,000 - $6,000	--	10%	5%
over $6,000	--	--	--
Skilled	25%	20%	23%
Unskilled	35%	40%	37%
Unknown	10%	10%	10%

With the exception of being unable to find all of the races represented in the experimental groups, the control groups do not seem to differ significantly from the experimental groups.

A difficultly was encountered in that approximately 70% of the Follow Through group had no information available on income. This 70% was tallied according to Father's occupation and 70% of the Control groups were fitted with it on the basis of

1) Professional - Managerial
2) Skilled
3) Unskilled
4) Unemployed
5) Unknown or no father present

The other 30% was chosen on the basis of income.

FALL RIVER, MASSACHUSETTS

There are 107 children in the experimental groups, 51 of whom have not had Head Start, with nearly equal numbers of male and female. Approximately 95% are Caucasian; the rest Negro. Two-thirds of 20% of A1 and 47% of A2 speak Portugese; the rest are English-speaking. 55% of A1 incomes are below $4,000; 9% are above $6,000. 8% of A2 incomes are below $4,000; 21% above $6,000.

FALL RIVER, MASSACHUSETTS

Experimental Groups

	A1	A2	TOTAL
Male	52%	55%	53%
Female	48%	45%	47%
Caucasian	93%	98%	95%
Negro	7%	2%	5%
English-speaking	80%	53%	67%
Portugese-speaking	20%	47%	33%
under $3,000	12%	2%	7%
$3,000 - $4,000	43%	6%	25%
$4,000 - $5,000	25%	40%	33%
$5,000 - $6,000	11%	32%	21%
over $6,000	9%	20%	14%

There are 40 control subjects, 20 with Head Start with nearly equal numbers of male and female. 95% are Caucasian, over 80% are English-speaking. B1 has 5% incomes below $3,000; 5% over $6,000. B2 has 5% incomes below $3,000; 15% over $6,000. 5% of B2 income below $3,000; 15% over $6,000.

Control Groups

	B1	B2	TOTAL
Male	53%	55%	53%
Female	47%	45%	47%
Caucasian	95%	95%	95%
Negro	5%	5%	5%
English-speaking	79%	95%	87%
Portugese-speaking	21%	5%	13%
under $3,000	5%	5%	5%
$3,000 - $4,000	47%	5%	25%
$4,000 - $5,000	26%	40%	35%
$5,000 - $6,000	17%	35%	25%
over $6,000	5%	15%	10%

The control group does not seem to differ significantly from the experimental except for the language variable. There were no other Portugese speaking subjects from which to choose.

DETROIT, MICHIGAN
Base-line data received October 4, 1967

There are 101 English-speaking children in Follow Through, 13 of whom have not had Head Start. There are nearly equal numbers of male and female. Nearly all of A1 and approximately 70% of A2 are Negroes; the rest are Caucasian. In A1 over ½ the incomes are below $3,000. 6% have incomes over $6,000. In A2 the incomes are nearly equally divided between $5,000 - $6,000 and "over $6,000".

Experimental Groups

	A1	A2	TOTAL
Male	54%	54%	54%
Female	46%	46%	46%
Caucasian	5%	31%	91%
Negro	95%	69%	9%
English-speaking	100%	100%	100%
under $3,000	55%	--	48%
$3,000 - $4,000	20%	--	18%
$4,000 - $5,000	13%	--	11%
$5,000 - $6,000	6%	55%	12%
over $6,000	6%	45%	11%

There are 40 children in the Control groups over 95% of whom are English-speaking. Both groups have approximately 2/3 male to 1/3 female. Over 75% are Negro; there is one Mexican-Indian; the rest are Caucasian. All B1 incomes are below $4,000; 60% of B2 is above $4,000.

Control Groups

	B1	B2	TOTAL
Male	70%	60%	65%
Female	30%	40%	35%
Caucasian	--	25%	13%
Mexican-Indian	5%	--	2%
Negro	95%	75%	85%
English-speaking	95%	100%	98%
under $3,000	25%	5%	15%
$3,000 - $4,000	75%	35%	55%
$4,000 - $5,000	--	20%	10%
$5,000 - $6,000	--	20%	10%
over $6,000	--	20%	10%
Spanish-speaking	5%	--	2%

DETROIT, MICHIGAN

The B1 group was formed by using all but one of the B1 Base-line data submitted. The one "discard" was made on the basis of keeping at least five to a classroom. This accounts for there being no comparison with A1's Caucasian group or for A1's higher income groups.

B2 is comparable to A2 except on the income variable. There were no other high incomes to choose from.

DULUTH, MINNESOTA
Base-line data received September 28, 1967

There are 102 English-speaking children in Follow Through, 30 of whom have not had Head Start. There are nearly equal numbers of male and female. Over 90% of both groups are Caucasian. 68% of A1 have incomes under $4,000; there are none above $6,000. 54% of B2 have incomes over $6,000.

Experimental Groups

	A1	A2	TOTAL
Male	54$	50%	53%
Female	46%	50%	47%
American-Indian	3%	--	3%
Caucasian	90%	100%	90%
Negro	4%	--	4%
Other	3%	--	3%
English-speaking	100%	100%	100%
under $3,000	37%	3%	27%
$3,000 - $4,000	34%	3%	24%
$4,000 - $5,000	23%	20%	22%
$5,000 - $6,000	5%	20%	9%
over $6,000	--	54%	18%

There are 40 English-speaking children in the Control groups with nearly equal numbers of male and female. One subject is Negro; the rest Caucasian. B1 has approximately 50% of its incomes below $4,000. None are over $6,000. B2 has 50% of its incomes over $6,000. 90% are above $4,000.

Control Groups

	B1	B2	TOTAL
Male	55%	50%	52%
Female	45%	50%	48%
Caucasian	90%	100%	99%
Negro	5%	--	1%

DULUTH, MINNESOTA

Control Groups

	B1	B2	TOTAL
English-speaking	100%	100%	100%
under $3,000	20%	5%	13%
$3,000 - $4,000	25%	5%	15%
$4,000 - $5,000	45%	20%	32%
$5,000 - $6,000	10%	20%	15%
over $6,000	--	50%	25%

B2 is comparable to A2 on all four variables. There were only Caucasian and Negroes available for B1 therefore the other races in A1 could not be compared. In order to come as close as possible to having at least five subjects per classroom, it was not possible to have any better comparison on income.

TUPELO, MISSISSIPPI

Base-line data received September 19, 1967

There are 130 English-speaking children in Follow Through of whom 61 have not had Head Start. A2 has nearly equal numbers of male and female; A1 has a 60:40 male to female ratio. A1 has approximately 70% Negroes; A2 30%; the rest Caucasians. In the A1 group 99% of the incomes are below $5,000; 57% are below $3,000. The A2 group has 43% below $3,000; 20% are above $5,000.

Experimental Groups

	A1	A2	TOTAL
Male	62%	51%	57%
Female	38%	49%	43%
Caucasian	23%	79%	49%
Negro	77%	21%	51%
English-speaking	100%	100%	100%
under $3,000	57%	43%	50%
$3,000 - $4,000	36%	20%	28%
$4,000 - $5,000	6%	16%	11%
$5,000 - $6,000	1%	8%	5%
over $6,000	--	13%	6%

There are 28 English-speaking children in the Control groups, 9 of whom have had Head Start. B2 has nearly equal numbers of male and female; B1 has a 60:40 male to female ratio. B1 has 88% Negroes; B2 26%; the rest are Caucasians. 88% of B1 and 42% of B2 incomes are below $3,000.

TUPELO, MISSISSIPPI

Control Groups

	B1	B2	TOTAL
Male	66%	42%	50%
Female	33%	58%	50%
Caucasian	12%	74%	54%
Negro	88%	26%	46%
English-speaking	100%	100%	100%
under $3,000	88%	42%	60%
$3,000 - $4,000	--	16%	14%
$4,000 - $5,000	12%	16%	14%
$5,000 - $6,000	--	16%	1%
over $6,000	--	10%	11%

There were only 9 Base-line data submitted. All were used to form this group. It was decided to have one less than the required number of subjects in B2 in order to eliminate having only one child to a classroom.

KIRKSVILLE, MISSOURI
Base-line data received September 20, 1967

There are 60 children in Follow Through, 10 of whom have not had Head Start. This is a 40:60 male to female ratio. 20% are not English-speaking. 2% are Negroes; the rest Caucasian. 70% have incomes below $4,000. 2% have incomes above $6,000.

Experimental Groups

	A1	A2	TOTAL
Male	38%	50%	40%
Female	62%	50%	60%
Caucasian	100%	90%	98%
Negro	--	10%	2%
English-speaking	98%	100%	98%
Other	2%	--	2%
Under $3,000	42%	30%	40%
$3,000 - $4,000	34%	20%	32%
$4,000 - $5,000	14%	20%	15%
$5,000 - $6,000	4%	10%	5%
Over $6,000	6%	20%	8%

The Control group consists of 20 English-speaking Caucasian children who have not had Head Start. There are equal numbers of male and female. 60% have incomes under $5,000, 2% over $6,000.

KIRKSVILLE, MISSOURI

Control Group

	B2	TOTAL
Male	50%	50%
Female	50%	50%
Caucasian	100%	100%
English-speaking	100%	100%
Under $3,000	15%	15%
$3,000 - $4,000	15%	15%
$4,000 - $5,000	30%	30%
$5,000 - $6,000	20%	20%
Over $6,000	20%	20%

The Control group, B2, was compared to the A2 group. A comparison was achieved on the sex and language variables. It was impossible to compare the 10% Negro population of A2. It was also impossible to find enough subjects in the lower income brackets. All possible lower income subjects were used to form B2.

Because no subjects were submitted to form a B1 group, no such group exists.

LEBANON, NEW HAMPSHIRE
Base-line data received September 20, 1967

There are 69 English-speaking Caucasian children in Follow-Through with nearly equal numbers of male and female. A1 had 66% of incomes under $4,000. A2 has nearly 50% of incomes over $6,000.

Experimental Groups

	A1	A2	TOTAL
Male	69%	41%	54%
Female	31%	59%	46%
Caucasian	100%	100%	100%
English-speaking	100%	100%	100%
Under $3,000	25%	5%	15%
$3,000 - $4,000	41%	3%	22%
$4,000 - $5,000	12%	19%	15%
$5,000 - $6,000	16%	32%	24%
Over $6,000	6%	41%	24%

LEBANON, NEW HAMPSHIRE

The Control groups are composed of 40 English-speaking Caucasian children with approximately equal numbers of male and female. 65% of B1 have incomes under $3,000. None have incomes above $6,000. 85% of B2 have incomes above $6,000. None have incomes below $4,000.

Control Groups

	B1	B2	TOTAL
Male	65%	40%	55%
Female	35%	60%	45%
Caucasian	100%	100%	100%
English-speaking	100%	100%	100%
Under $3,000	25%	--	15%
$3,000 - $4,000	40%	--	20%
$4,000 - $5,000	20%	10%	7%
$5,000 - $6,000	15%	5%	22%
Above $6,000	--	85%	2%

The Control groups do not appear to differ significantly from their respective Experimental groups. A possible exception may be that B1 does not represent the 6% of A1 with incomes above $6,000. B2 does not represent the 8% of A2 below $4,000. There were no subjects available with which to eliminate this discrepancy.

NEW YORK, NEW YORK

There are 93 experimental children, 69 of whom have had Head Start, with nearly equal numbers of male and female. There are 64% of A1 and 50% of A2 that are English-speaking. A1 has 20% of incomes below $3,000, 36% over $6,000. A2 has 33% below $3,000, 25% above $6,000.

Experimental Groups

	A1	A2	TOTAL
Male	50%	46%	46%
Female	50%	54%	51%
American Indian	1%	--	1%
Caucasian	35%	41%	37%
Mexican Indian	1%	--	1%
Negro	19%	--	14%

NEW YORK, NEW YORK

	A1	A2	TOTAL
Oriental	1%	--	1%
Puerto Rican	42%	59%	46%
English-speaking	64%	46%	59%
Spanish-speaking	35%	50%	38%
Other	1%	4%	3%
Under $3,000	20%	33%	24%
$3,000 - $4,000	14%	17%	15%
$4,000 - $5,000	16%	17%	16%
$5,000 - $6,000	13%	8%	12%
Over $6,000	36%	25%	33%

There are 38 in the Control groups, 20 of whom have had Head Start. B1 has equal numbers of male and female. B2 has an approximate 70:30 male to female ratio. 40% of B1 and 78% of B2 are Puerto Rican. Approximately two-thirds of B1 are English-speaking; 72% of B2 is Spanish-speaking. B1 has 20% of incomes under $3,000; 35% over $6,000. B2 has approximately 20% below $3,000; 20% above $6,000.

Control Groups

	B1	B2	TOTAL
Male	50%	67%	58%
Female	50%	33%	42%
Caucasian	30%	12%	21%
Negro	20%	5%	14%
Oriental	5%	--	1%
Puerto Rican	45%	78%	62%
Other	--	5%	1%
English-speaking	55%	28%	42%
Spanish-speaking	40%	72%	57%
Other	5%	--	1%
Under $3,000	20%	18%	23%
$3,000 - $4,000	15%	22%	19%
$4,000 - $5,000	20%	16%	19%
$5,000 - $6,000	15%	12%	13%
Over $6,000	30%	22%	26%

B1 does not seem to differ significantly from A1. Only 18 Base-line data were submitted for B2. All 18 were used regardless of the resulting comparison with A2.

ROCHESTER, NEW YORK

Base-line data received September 29, 1967

There are 76 children in Follow-Through, all of whom have had Head Start experience. There are approximately equal numbers of male and female. Two-thirds of the children are Negro, the rest Caucasian and Puerto Rican. 83% are English-speaking; the rest speak Spanish. The incomes are approximately equally divided among the four income groups, ranging from below $3,000 up to $6,000.

Experimental Groups

	A1	Total
Male	47%	47%
Female	53%	53%
Caucasian	14%	14%
Negro	68%	68%
Puerto Rican	18%	18%
English-speaking	83%	83%
Spanish-speaking	17%	17%
Under $3,000	21%	21%
$3,000 - $4,000	27%	27%
$4,000 - $5,000	26%	26%
$5,000 - $6,000	23%	23%
Over $6,000	3%	3%

The Control groups consist of 40 children with an approximate 60:40 male to female ratio. Approximately two-thirds are Negroes, the rest Caucasian and Puerto Rican. 88% are English-speaking; the rest speak Spanish. In B1 more than one-half of the incomes are between $3,000 - $5,000; in B2 between $4,000 - $6,000.

Control Groups

	B1	B2	TOTAL
Male	40%	45%	43%
Female	60%	55%	57%
Caucasian	20%	25%	23%
Negro	70%	60%	65%
Puerto Rican	10%	15%	12%
English-speaking	95%	90%	88%
Spanish-speaking	5%	10%	12%
Under $3,000	10%	10%	10%
$3,000 - $4,000	35%	15%	25%
$4,000 - $5,000	30%	25%	27%
$5,000 - $6,000	20%	45%	32%
Over $6,000	5%	5%	5%

ROCHESTER, NEW YORK

Because there was no A2 group, both B1 and B2 were compared with A1. A1 and B1 do not seem to differ significantly. There is somewhat of a discrepancy in income range between A1 and B2. This is due to the attempt to have at least 5 control subjects to a classroom, which was not fully achieved due to the small number of Base-line data submitted from each class.

DURHAM, NORTH CAROLINA

There are 118 English-speaking children in the Experimental groups, 8 of whom have not had Head Start. There are approximately 2/3 male to 1/3 female. A1 is two-thirds Negro; A2 has 88% Caucasian. A1 showed 54% of incomes below $4,000; 63% below $5,000; 37% unanswered. A2 had 38% below $3,000; 88% below $4,000; the rest unanswered.

Experimental Groups

	A1	A2	TOTAL
Male	58%	75%	59%
Female	42%	25%	41%
Caucasian	33%	88%	32%
Negro	66%	12%	68%
English-speaking	100%	100%	100%
Under $3,000	23%	38%	24%
$3,000 - $4,000	31%	50%	32%
$4,000 - $5,000	9%	--	9%
Unanswered	37%	12%	35%

There are 37 English-speaking children in the Control groups, 18 of whom have had Head Start. Over two-thirds of the group is Negro. There is an approximate 60:40 male to female ratio. B1 incomes are equally divided below $3,000, $3,000 - $4,000, $4,000 - $5,000. B2 has 58% of incomes below $3,000 and the 11% highest are between $4,000 - $5,000.

Control Groups

	B1	B2	TOTAL
Male	55%	63%	59%
Female	45%	37%	41%
Caucasian	--	37%	19%
Negro	100%	63%	81%
English-speaking	100%	100%	100%
Under $3,000	33%	58%	46%

DURHAM, NORTH CAROLINA

	B1	B2	TOTAL
\$3,000 - \$4,000	33%	31%	32%
\$4,000 - \$5,000	33%	11%	22%

The Control groups were chosen to compare as nearly as possible to the Experimental incomes known. Because of this and the desire to keep at least 5 to a classroom, sex and race were not compared as well as might be desired. Forty controls were chosen, however, it has been necessary for three to drop out of the program. It was impossible to obtain pre-test data on two B2 and one B1 children, however, they will be included in the rest of the data.

PORTLAND, OREGON

Base-line data received October 9, 1967

There are 89 English-speaking children in Follow-Through, all of whom have had Head Start experience. There are nearly equal numbers of male and female. 90% are Negroes; the rest Caucasian. 50% have incomes below \$3,000; 10% have incomes over \$5,000.

Experimental Group

	A1	TOTAL
Male	56%	56%
Female	44%	44%
Caucasian	5%	10%
Negro	90%	90%
English-speaking	100%	100%
Under \$3,000	50%	50%
\$3,000 - \$4,000	19%	19%
\$4,000 - \$5,000	21%	21%
\$5,000 - \$6,000	9%	9%
Over \$6,000	1%	1%

There are 40 English-speaking children in the Control groups, with nearly equal numbers of male and female. Approximately 90% are Negro; the rest Caucasian. Nearly 50% have incomes under \$3,000; 10% have incomes above \$5,000.

Control Groups

	B1	B2	TOTAL
Male	56%	56%	56%
Female	44%	44%	44%
Caucasian	5%	10%	8%
Negro	95%	90%	92%

PORTLAND, OREGON

	B1	B2	TOTAL
English-speaking	100%	100%	100%
Under $3,000	50%	45%	48%
$3,000 - $4,000	10%	30%	20%
$4,000 - $5,000	25%	20%	22%
$5,000 - $6,000	10%	5%	8%
Over $6,000	5%	--	2%

There seems to be no significant difference between the A1 and B1 groups. Because there was no A2 group, B2 was compared with A1. Because of the very few Base-line data that answered in regard to income, the unknowns were divided between "under $3,000" and "$3,000 - $4,000" on the advice of local evaluator, Dr. Holmes. It was impossible to compare the higher incomes.

PUERTO RICO
Base-line data received October 17, 1967

The total number of subjects in Follow-Through (both A1 and A2 Experimental groups) is 125. The Experimental groups were composed of 95% Puerto Rican, Spanish-speaking children, with approximately equal numbers of male and female. The A1 group has 90% with income under $3,000; the A2 group has 82% under $3,000.

Experimental Groups

	A1	A2	TOTAL
Male	49%	57%	52%
Female	51%	43%	48%
Puerto Rican	100%	95%	98%
Other *	--	5%	2%
English-speaking	--	3%	1%
Spanish-speaking	100%	97%	99%
Under $3,000	90%	82%	87%
$3,000 - $4,000	6%	11%	8%
$4,000 - $5,000	2%	3%	4%
$5,000 - $6,000	--	--	--
Over $6,000	2%	--	1%

* In the A2 group, this category included one child from Cuba, one from the Dominican Republic.

PUERTO RICO

The total number of Control group subjects is 40, 20 subjects in group B1, 20 in B2. The Control groups are 100% Puerto Rican, nearly all Spanish-speaking. The B1 group has 90% of incomes under $3,000; the B2 group has 82% under $3,000.

Control Groups

	B1	B2	TOTAL
Male	49%	57%	50%
Female	51%	43%	50%
Puerto Rican	100%	100%	100%
Other	--	--	--
English-speaking	--	3%	2%
Spanish-speaking	100%	97%	98%
Under $3,000	90%	82%	83%
$3,000 - $4,000	6%	14%	12%
$4,000 - $5,000	2%	--	2.5%
$5,000 - $6,000	--	--	--
Over $6,000	2%	--	2.5%

Groups A1 and B1 compare on sex, income, ethnic group and native language. It was not possible to compare the A2 5% non-Puerto Rican. An extra subject is included in the B2 $3,000 - $4,000 income group as there was no one available in the $4,000 - $5,000 income bracket.

Many base-line data contained in envelopes marked "Control Groups" were either unmarked in regard to presence in the Follow-Through Program or marked "in Follow-Through". Those marked "in Follow-Through" were discarded. Where this item was consistently unanswered, the subjects were included in Control groups on the assurance of Mrs. Ana Underwood, Project Coordinator, Department of Public Instruction, Puerto Rico, that such subjects were not in Follow-Through.

MISSION, SOUTH DAKOTA

Base-line data received September 20, 1967

There are 95 American-Indians in Follow-Through, 87% of whom are English-speaking; the rest speak Lalota Sioux. There are nearly equal numbers of male and female. Two-thirds have incomes under $3,000. Over 80% have incomes under $4,000. None have incomes above $6,000.

MISSION, SOUTH DAKOTA

Experimental Groups

	A1	A2	TOTAL
Male	49%	75%	53%
Female	51%	25%	47%
American-Indian	100%	100%	100%
English-speaking	85%	100%	87%
Souix-speaking	15%	--	13%
Under $3,000	62%	92%	66%
$3,000 - $4,000	22%	8%	20%
$4,000 - $5,000	10%	--	9%
$5,000 - $6,000	6%	--	5%
Over $6,000	--	--	--

There are 40 English-speaking children included in the Control groups, with nearly equal numbers of male and female. 92% are American-Indians; the rest Caucasian. Two-thirds have incomes under $3,000. Over 80% have incomes under $4,000. None have incomes above $6,000.

Control Groups

	B1	B2	TOTAL
Male	45%	60%	52%
Female	55%	40%	48%
American-Indian	85%	100%	92%
Caucasian	15%	--	8%
English-speaking	100%	100%	100%
Under $3,000	62%	92%	66%
$3,000 - $4,000	22%	8%	20%
$4,000 - $5,000	10%	--	9%
$5,000 - $6,000	6%	--	5%
Over $6,000	--	--	--

B1 compares with A1 on sex and incomes. It was not possible to compare the Souix-speaking group. It was necessary to include three Caucasian children in order to meet the necessity of having at least five children to each class. The 75:25 male to female ratio of A2 was compared by a 60:40 ratio in B2. This was necessary in order to make an approximate comparison on the three other variables.

CHATTANOOGA, TENNESSEE

Base-line data received September 18, 1967

There are 108 English-speaking children in Follow-Through, with nearly equal numbers of male and female. There is an approximate 70:30 Caucasian to Negro ratio. Nearly one-half have incomes under $3,000. Nearly 90% have incomes under $4,000.

Experimental Groups

	A1	A2	TOTAL
Male	56%	61%	58%
Female	44%	39%	42%
Caucasian	54%	86%	69%
Negro	46%	14%	31%
English-speaking	100%	100%	100%
Under $3,000	51%	47%	49%
$3,000 - $4,000	38%	41%	39%
$4,000 - $5,000	9%	8%	8%
$5,000 - $6,000	1%	4%	3%
Over $6,000	1%	--	1%

There are 40 English-speaking children in the Control groups with equal numbers of male and female. Approximately 70% are Caucasian; one is Mexican-Indian; the rest Negro. 42% have incomes under $3,000. 80% have incomes under $4,000. No one has an income above $6,000.

Control Groups

	B1	B2	TOTAL
Male	40%	60%	50%
Female	60%	40%	50%
Caucasian	50%	85%	70%
Mexican-Indian	5%	--	--
Negro	45%	15%	30%
English-speaking	100%	100%	100%
Under $3,000	45%	40%	42%
$3,000 - $4,000	35%	45%	40%
$4,000 - $5,000	10%	15%	12%
$5,000 - $6,000	10%	5%	6%
Above $6,000	--	--	--

CHATTANOOGA, TENNESSEE

There does not seem to be a significant difference between A2 and B2. B1 differs from A1 in the ratio of males to females. It was impossible to eliminate this discrepancy while keeping incomes nearly equal. A Mexican-Indian is included in the B2 group in an attempt to have at least five subjects to each classroom. This subject is English-speaking and is not expected to produce any significant difference in the group.

CORPUS CHRISTI, TEXAS

Base-line data received October 4, 1967

There are 101 Mexican-American, Spanish-speaking children in Follow-Through, of whom there are approximately equal numbers of male and female. Nearly one-half have incomes under $3,000. 82% have incomes under $4,000. All of the children have had Head Start experience.

Experimental Group

	A1	TOTAL
Male	48%	48%
Female	53%	53%
Mexican-American	100%	100%
Spanish-speaking	100%	100%
Under $3,000	45%	45%
$3,000 - $4,000	37%	37%
$4,000 - $5,000	11%	11%
$5,000 - $6,000	7%	7%
Over $6,000	1%	1%

There are 40 Mexican-American, Spanish-speaking children in the Control groups with nearly equal numbers of male and female. Nearly one-half have incomes under $3,000. 80% have incomes below $4,000.

Control Groups

	B1	B2	TOTAL
Male	50%	45%	47%
Female	50%	55%	53%
Mexican-American	100%	100%	100%
Spanish-speaking	100%	100%	100%
Under $3,000	45%	45%	45%
$3,000 - $4,000	35%	35%	35%

CORPUS CHRISTI, TEXAS

	B1	B2	TOTAL
$4,000 - $5,000	15%	10%	12%
$5,000 - $6,000	5%	5%	5%
Over $6,000	--	5%	3%

The Control groups do not seem to differ significantly from the A1 group to which they were compared. B2 was compared to A1 because there is no A2 group.

SALT LAKE CITY, UTAH
Base-line data received September 19, 1967

There are 119 in Follow-Through with nearly equal numbers of male and female. Though seven races are represented, two-thirds of the children are Caucasian. 95% are English-speaking. Over two-thirds have incomes under $4,000. 90% have incomes below $5,000.

Experimental Groups

	A1	A2	TOTAL
Male	57%	51%	55%
Female	43%	49%	45%
American-Indian	3%	4%	3%
Caucasian	66%	72%	69%
Mexican-Indian	9%	8%	8%
Negro	7%	2%	5%
Oriental	--	4%	2%
Puerto Rican	--	2%	1%
Spanish-American	15%	8%	12%
English-speaking	91%	100%	95%
Spanish-speaking	9%	--	5%
Under $3,000	27%	8%	19%
$3,000 - $4,000	32%	65%	46%
$4,000 - $5,000	27%	21%	24%
$5,000 - $6,000	13%	6%	10%
Over $6,000	1%	--	1%

There are 40 children in the Control groups with nearly equal numbers of male and female. Though five races are represented, over 75% are Caucasian, and 98% English-speaking. 40% have incomes under $4,000; 70% under $5,000.

SALT LAKE CITY, UTAH

Control Groups

	B1	B2	TOTAL
Male	55%	50%	52%
Female	45%	50%	48%
Caucasian	70%	85%	78%
Mexican-Indian	20%	--	10%
Negro	5%	--	2%
Oriental	--	15%	8%
Spanish-American	5%	--	2%
English-speaking	95%	100%	98%
Spanish-speaking	5%	--	2%
Under $3,000	35%	--	18%
$3,000 - $4,000	25%	20%	22%
$4,000 - $5,000	30%	30%	30%
$5,000 - $6,000	--	35%	20%
Over $6,000	5%	15%	10%

With the exception of being unable to compare the one American-Indian, the B1 group does not seem to differ significantly from A1. B2 differs from A2 in that only two of the races out of five could be compared. No B2 discards in classes that could be utilized had incomes below $5,000.

BRATTLEBORO, VERMONT

Base-line data received October 9, 1967

There are 58 children in Follow-Through. These Experimental groups are composed of Caucasian children of whom approximately 95% are English-speaking. 60% are males. One-third of those who had Head Start have incomes above $6,000. Two-thirds did not have such incomes.

Experimental Groups

	A1	A2	TOTAL
Male	60%	61%	60%
Female	40%	39%	40%
Caucasian	100%	100%	100%
English-speaking	97%	96%	96%
Spanish-speaking	3%	--	2%
Other	--	4%	2%

BRATTLEBORO, VERMONT

	A1	A2	TOTAL
Under $3,000	9%	4%	7%
$3,000 - $4,000	20%	9%	16%
$4,000 - $5,000	14%	4%	10%
$5,000 - $6,000	26%	22%	24%
Over $6,000	31%	61%	43%

The Control groups consist of 24 English-speaking and 1 French-speaking Caucasian children of which there are nearly equal numbers of male and female. All of the children have incomes over $3,000. 80% have incomes over $5,000.

Control Groups

	B1	B2	TOTAL
Male	40%	60%	56%
Female	60%	40%	44%
Caucasian	100%	100%	100%
English-speaking	100%	95%	96%
Spanish-speaking	--	5%	4%
Other	--	--	--
Under $3,000	--	--	--
$3,000 - $4,000	--	10%	8%
$4,000 - $5,000	40%	5%	12%
$5,000 - $6,000	20%	25%	24%
Over $6,000	40%	60%	56%

The B1 group appears to compare to the A1 Experimental group without significant difference. There was no comparison attempted between B2 and A2 as the five B2 Base-line datas sent in were used to form this Control group.

MORGANTOWN, WEST VIRGINIA

25
Base-line data received September 29, 1967 *

* one-half received each date

The total number of students in Follow-Through is 87. There is approximately an equal number of male and female English-speaking children involved, 86% of whom are Caucasian, the remaining Negro. In the A1 group, the incomes ranged from approximately one-third under $3,000 to 12% in the $5,000 - $6,000 group. In the A2 group, a little over one-third showed incomes of $4,000 - $5,000. Nearly 50% had incomes above this.

MORGANTOWN, WEST VIRGINIA

Experimental Groups

	A1	A2	TOTAL
Male	55%	42%	49%
Female	45%	58%	51%
Caucasian	86%	86%	86%
Negro	14%	14%	14%
English-speaking	100%	100%	100%
Under $3,000	35%	11%	25%
$3,000 - $4,000	24%	11%	19%
$4,000 - $5,000	29%	36%	32%
$5,000 - $6,000	12%	25%	17%
Over $6,000	--	17%	7%

The Control groups are composed of 40 English-speaking children with approximately equal numbers of male and female. Approximately 90% of each group are Caucasian, the rest are Negro. In the B1 group, the incomes ranged from approximately one-third under $3,000 to 12% in the $5,000 - $6,000 group. Nearly 50% of the B2 group had incomes of $4,000 - $5,000. Approximately one-third had incomes above this.

Control Groups

	B1	B2	TOTAL
Male	55%	40%	48%
Female	45%	60%	52%
Caucasian	90%	95%	93%
Negro	10%	5%	7%
English-speaking	100%	100%	100%
Under $3,000	35%	10%	22%
$3,000 - $4,000	35%	10%	22%
$4,000 - $5,000	20%	45%	33%
$5,000 - $6,000	10%	5%	8%
Over $6,000	--	30%	15%

The Control groups do not appear to differ significantly from the Experimental groups on the variables compared. It may be noted that although B2 differs from A2 in percentage in income groups $5,000 - $6,000 and over $6,000, these two categories taken as one show a good degree of comparison between the two groups.

RACINE, WISCONSIN

The total number of children in Follow-Through is 57, only one of whom has not had Head Start. The Follow-Through group is composed of an equal number of males and females, one-half of whom are English-speaking Negroes. Over one-half of the group have incomes under $3,000.

Experimental Groups

	A1	A2 *	TOTAL
Male	48%	--	48%
Female	52%	100%	52%
Caucasian	7%	--	7%
Mexican	32%	100%	32%
Negro	61%	--	61%
English-speaking	77%	100%	77%
Spanish-speaking	23%	--	23%
Other	--	--	--
Under $3,000	52%	100%	52%
$3,000 - $4,000	18%	--	18%
$4,000 - $5,000	18%	--	18%
$5,000 - $6,000	7%	--	7%
Over $6,000	5%	--	5%

*There are two subjects in this group.

The Control groups are composed of 35 children with nearly equal numbers of male and female. Both groups have approximately one-half Negroes. Over two-thirds of both groups are English-speaking. Approximately one-third - one-quarter of the two groups have incomes under $3,000.

Control Groups

	B1	B2	TOTAL
Male	45%	53%	49%
Female	55%	47%	51%
Caucasian	10%	40%	23%
Mexican	30%	13%	23%
Negro	60%	47%	54%
English-speaking	70%	86%	77%
Spanish-speaking	30%	7%	20%
Other	--	7%	3%

	B1	B2	TOTAL
Under $3,000	25%	40%	30%
$3,000 - $4,000	20%	14%	23%
$4,000 - $5,000	25%	32%	29%
$5,000 - $6,000	15%	7%	12%
Over $6,000	5%	7%	6%

As to distribution of incomes, the Control groups do not compare with the Experimental groups as well as could be desired. Both B1 and B2 discards had 100% incomes over $4,000. With the small number (25) of B2's to choose from, a Control group of 15 was chosen to keep the discrepancy in income to a minimum.

Because there are two subjects in the A2 group, both Control groups were compared to the Follow-Through group taken as a whole.

APPENDIX I

PRE-TEST TEACHER INSTRUCTIONS

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

TESTING SEQUENCE AND GENERAL INSTRUCTIONS: PRE TESTING OCTOBER, 1967

Follow Through First Grade Children and Control Groups

A. The following standardized tests should be administered to each child in the order shown during the week of October 16-21.

1. Screening Test of Academic Readiness (STAR)
2. California Short Form Test of Mental Maturity, Level 0
3. California Achievement Tests Complete Battery, Lower Primary Form W (CAT)

B. The following observational forms should be completed at any time during the week of October 23-27.

Bristol Social-Adjustment Guides, The Child in School (No. 1 for Boys, No. 2 for Girls).

Preschool Attainment Record

All tests and forms should be returned to the Project Director and mailed to our office. Mailing should be completed by October 27.

Scoring will be done by the National Evaluation Staff. Reports of results, for each child, will be made to the Project Director.

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

INSTRUCTIONS FOR TEST ADMINISTRATION

Screening Test of Academic Readiness (STAR)

A. Materials needed for administration:

1. One Examiner's Manual
2. One timepiece with a sweeping second hand or, if available, a stop watch
3. One test booklet for examiner's use
4. One pencil for Examiner's use
5. One test booklet for each child
6. One primary pencil for each child
7. One eraser for each child
8. A supply of extra pencils to be used if needed
9. Extra erasers

B. Procedures:

1. Review the test yourself prior to attempting to administering it
2. Read the General Administration Directions, pages 1, 2 and 3 in the Examiner's Manual
3. Complete the identifying information on the cover of each booklet prior to testing; the child's name; name of school; date of testing; and date of birth
4. Limit the group size for testing to a maximum of fifteen children at any one time
5. Allow about 90 minutes for testing
6. Time limits should be strictly followed
7. Toilet children prior to testing and between Part I and Part II of the test
8. Rest period recommendations as suggested on pages 5, 6 and 7 in the Examiner's Manual should be followed
9. Follow the Specific Administration Directions beginning on page 8 of the Examiner's Manual
10. Collect and return booklets to the Project Director upon completion of the test
11. Do not attempt to score the tests

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

INSTRUCTIONS FOR TEST ADMINISTRATION

California Short-Form Test of Mental Maturity, Level 0 (CTMM)

A. Materials needed for administration:

1. One Examiner's Manual
2. One test booklet for the examiner
3. One stopwatch or other timepiece with second hand
4. One primary pencil for each child
5. One eraser for each child
6. One sheet of scratch paper (8½" X 11") for each child to be used as a marker
7. Extra pencils
8. Extra erasers

B. Procedures:

1. Review the test and instructions prior to administration
2. Read pages 13 and 14 "Instructions to the Examiner" in the Examiner's Manual
3. Complete the identifying information on the back of each booklet, include date of test and date of birth. Leave the C. A. line blank
4. Limit the group size to a maximum of 6 pupils for each adult
5. Allow approximately 60 minutes for testing time
6. Follow "Directions for Administration" beginning on page 15 of the Examiner's Manual
7. Time limits should be strictly followed
8. A brief activity period should be permitted following Test 4
9. Collect and return booklets to the Project Director upon completion of the test
10. Do not attempt to score the test

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

INSTRUCTIONS FOR TEST ADMINISTRATION

California Achievement Tests Complete Battery, Lower Primary Form W (CAT)

A. Materials needed for administration:

1. One manual
2. One Test Booklet for the Examiner
3. One stop watch or other timepiece with a second hand
4. One primary pencil for each child
5. One eraser for each child
6. Extra primary pencils
7. Extra erasers
8. One test booklet for each child
9. One piece of scratch paper (8½" X 11") for each child to be used as a marker

B. Procedures:

1. Review the test and directions prior to administration

2. Read General Instructions to the Examiner on page 25 of the Manual

3. Complete the identifying information on the back of each child's test booklet prior to testing, omitting only the pupil's age

4. Limit the group size for testing to a maximum of six children for each adult

5. Allow a total of about 2 hours for testing

6. Follow the Directions for Administration of the Battery beginning on page 26 of the Manual

7. Time limits should be strictly adhered to

8. Testing may be suspended after any subtest. Testing may be done over a two-day period.

9. Return to an unfinished subtest is not permitted

10. Do not attempt to score the tests

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

INSTRUCTIONS FOR COMPLETION

Bristol Social-Adjustment Guide: The Child in School

1. During the week of October 23-27 complete one observation form for each pupil.
2. Use No. 1 form (Yellow) for boys and No. 2 form (White) for girls.
3. Complete the identifying information for each child.
4. Follow the instructions as indicated on page 1 of the booklet.
5. Omit the entire section Physique.
6. Use the space provided on page 4 for comments, notes, etc. If there is any known physical defect which constitutes a handicap please indicate.
7. Use ink for underlining.
8. Return the completed booklets to the Project Director.

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

INSTRUCTIONS FOR COMPLETION

Preschool Attainment Record (PAR)

1. Complete one observation form for each pupil during the week of October 23-27.

2. Indicate the following information in the places provided on the front page:

   Child's name, sex
   Examiner's name
   Date of observation
   Date of birth

3. Indicate under column headed "Score Basis" one of the following methods for obtaining the score: R-interview, i.e., parent replies to query; O, direct observation of performance; T-tested performance, i.e., teacher contrives task to test response.

4. Complete the column headed "Item Score" using the code shown at the bottom of each page.

5. Refer to the Specific Item Definitions when in doubt about the meaning of any item.

6. Return the completed PAR booklets to the Project Director.

NOTE: Items for which life age mean is .5 through 1.5 should be scored plus (+) unless you have reason to believe the task cannot be performed.

APPENDIX J

POST-TEST TEACHER INSTRUCTIONS

POST-TEST TEACHER INSTRUCTIONS

February 22, 1968

Dear

Plans for post-testing are underway, and we are attempting to alleviate as many problems as possible before they arise. In accordance with this, we are asking your assistance in the following matters:

UNIFORM POST-TESTING DATE

1. After careful consideration of your responses to our memo of January 15th (requesting vacation, teachers meetings, closing of school, and local testing dates), it became apparent there was some conflict for each day from April 1 to June 28. After pooling the 26 responses received, in an attempt to select dates which would have the fewest conflicts for the majority of projects, we have set the following period for testing:

May 6 - 10	Administration of the STAR, CTMM, and CAT. (The CAT is for first grade only.)
May 13-17	Teacher completion of the PAR and BRISTOL.

RETURN OF TEST MATERIALS

2. All tests must be returned to this office by May 24th, so that scoring and analysis can be completed by August. In light of this, we will not be picking up missing test information on any child who could not be administered the instruments within the testing period - May 6 - 17. This means, for example, if a pupil is absent during May 6 - 10, he should be picked up during May 13 - 17. No child tested after this date will be included in the National Evaluation.

POPULATION LIST

3. Enclosed is a list of all pupils for whom we have pre-test information used in the initial analysis. We are asking that you carefully look over this, making any deletions and/or additions which are appropriate to your present Follow Through and Control populations. Your revision of this listing will then be used as definitive of your post-test pupils and for test ordering. To insure your receiving adequate materials for testing, it is necessary to have this list returned no later than March 8. A date later than this will not give the publishers and the printers adequate time for mailing. A self-addressed stamped envelope is enclosed for your convenience.

CHANGES IN POPULATION

4. We, of course, anticipate that between March 8 and May 6 there will be further changes in your Follow Through population. A list of these additions and/or deletions should be mailed to us at the time of post-test return, May 24. You will receive at testing time adequate materials to encompass any additions.

A member of the National Evaluation staff will be in touch with you by phone two to three weeks before post-testing regarding any necessary clarifications of exact procedures and problems unique to your project. Should any questions arise before this time, we welcome your inquiries.

Sincerely yours,

Mrs. Jane Burger

Mrs. Barbara Cass
National Evaluation of
Project Follow-Through

Enclosure

sbc

APPENDIX K

PRE-TEST KEYPUNCH FORMAT

KEYPUNCHING FORMAT

Screening Test of Academic Readiness

COLUMNS		VARIABLE		
1-10		Identification Number		
13-15	1)	Deviation I.Q.		(Derived from Total -- see Manual)
17-18	2)	Subtest	I	Raw Score
19-20	3)	"	II	" "
21-22	4)	"	III	" "
23-24	5)	"	IV	" "
25-26	6)	"	V	" "
27-28	7)	"	VI	" "
29-30	8)	"	VII	" "
31-32	9)	"	VIII	" "
33-35	10)	Total Raw Score		
79-80		11 (Test number one and card one)		

NOTE: Any sub-test recorded as blank or as a dash was punched as zero.

KEYPUNCHING FORMAT

SELECTED ITEMS FROM QUESTIONNAIRE #1
(Punched on the "STAR Card" to conserve cards)

COLUMN	VARIABLE
1-10	Identification Number
13-35	Raw Score data from STAR
40	1) Item #14 (Head Start by months)
	0 Full year (9 months or more)
	1 Part year (3 months to 8 months)
	2 Summer (less than 3 months)
	3 Other
41	2) Item #15 (Head Start by hours per day)
	0 Full day (2 hours or more)
	1 Part day (less than 2 hours)
	2 Other
42-43	3) Item #17 (Race)
	0 American Indian
	1 Caucasian
	2 Mexican Indian
	3 Negro
	4 Oriental
	5 Puerto Rico
	6 Hawaiian
	7 Other (should not appear - only "12")
	8 Spanish American
	9 Mexican American
	10 Chinese
	11 Portugese
	12 Other
44	4) Item #18 (Father's occupation)
	0 Professional, Managerial
	1 Skilled
	2 Unskilled
	3 Unemployed
	4 No Father Present
	5 Unknown
	6 Other (Specify) ____________

Page 2
Continued

COLUMN **VARIABLE**

45 5) Item #19 (Mother's occupation)

0 Employed Full Time
1 Employed Part Time
2 Housewife Full Time
3 No Mother Present
4 Unknown
5 Other (Specify)__________

46 6) Item #20 (Both parents at home)

0 Yes 1 No

47 7) Item #21 (Native Language)

0 English
1 Spanish
2 Chinese
3 Lakota
4 Portugese
5 Hawaiian
6 Other

48 8) Item #22 (Family Income)

0 Less than $3,000
1 $3,000 - 4,000
2 4,000 - 5,000
3 5,000 - 6,000
4 above $6,000

49 9) Item #23 (Housing)

0 Home owner
1 Rents dwelling
2 Other

79-80 11 (Test number one and card one)

NOTE: Any item not responded to was left as a blank.

KEYPUNCHING FORMAT

California Test of Mental Maturity

COLUMNS	VARIABLE
1-10	Identification Number
13	1) 1. OPPOSITES Raw Score
14	2) 2. SIMILARITIES Raw Score
15	3) 3. ANALOGIES Raw Score
16-17	4) I. LOGICAL REASONING Raw Score
20	5) 4. NUMERICAL VALUES Raw Score
21	6) 5. NUMBER PROBLEMS Raw Score
22-23	7) II. NUMERICAL REASONING Raw Score
26-27	8) III. VERBAL CONCEPTS (6. Verbal Comprehension) Raw Score
28	9) IV. MEMORY (7. Delayed Recall) Raw Score
31-32	10) LANGUAGE Raw Score
33-34	11) NON-LANGUAGE Raw Score
35-36	12) TOTAL Raw Score
39-41	13) LANGUAGE I.Q.
42-44	14) NON-LANGUAGE I.Q.
45-47	15) TOTAL I.Q.
49-51	16) C.A. TOTAL MONTHS
79-80	21 (Test number two and card one)

NOTE: Any sub-test recorded as blank or as a dash was punched as zero.

KEYPUNCHING FORMAT

CALIFORNIA ACHIEVEMENT TESTS

COLUMNS	VARIABLE
1-10	Identification Number
13-14	1) A. Word form raw score
15-16	2) B. Word recognition raw score
17-18	3) C. Meanings of opposites raw score
19-20	4) D. Picture association raw score
21-22	5) READING VOCABULARY TOTAL
25-26	6) READING COMPREHENSIVE TOTAL
27-28	7) TOTAL READING
31-32	8) A. Meanings
33-34	9) B. Problems
35-36	10) ARITHMETIC REASONING TOTAL
39-40	11) C. Addition
41-42	12) D. Subtraction
43-44	13) ARITHMETIC FUNDAMENTALS TOTAL
45-46	14) TOTAL ARITHMETIC
49-50	15) A. Capitalization
51-52	16) B. Punctuation
53-54	17) C. Word Usuage
55-56	18) MECHANICS OF ENGLISH TOTAL
59-60	19) TOTAL SPELLING
61-62	20) TOTAL LANGUAGE
63-65	21) TOTAL BATTERY
79-80	51 (Test number five and card one)

NOTE: Any sub-test recorded as blank or as a dash was punched as zero.

KEYPUNCHING FORMAT

Pre-school Attainment Record

CARD #1

COLUMNS	VARIABLE
1-10	Identification Number
19-22	1) Ambulation
27-30	2) Manipulation
35-38	3) Rapport
43-46	4) Communication
51-54	5) Responsibility
59-62	6) Information
67-70	7) Ideation
75-78	8) Creativity
79-80	45 (Test Number four and card five)

(All variables are punched with a decimal point, e.g., Ambulation for child X may be 10.5. Therefore four columns are necessary.)

CARD #2

COLUMNS	VARIABLE
1-10	Identification Number
15-18	1) 0-6 mos. - Items passed by Age Periods
19-22	2) 6-12 " " "
23-26	3) 12-18 " " "
27-30	4) 18-24 " " "
31-34	5) 24-30 " " "
35-38	6) 30-36 " " "
39-42	7) 36-42 " " "
43-46	8) 42-48 " " "
47-50	9) 48-54 " " "
51-54	10) 54-60 " " "
55-58	11) 60-66 " " "
59-62	12) 66-72 " " "
63-66	13) 72-78 " " "
67-70	14) 78-84 " " "
74-78	15) Total Raw Score
79-80	46 (Test Number four and card six)

(All Variables are punched with a decimal point)

NOTE: Data cards for individual responses per item are available (with a scoring key) if desired.

KEYPUNCHING FORMAT

Bristol Social Adjustment Guide

COLUMNS	VARIABLE		
1-10	Identification Number		
13-14	1) U-scale --	highest number circled	zero if none reported
15-16	2) W-scale	" "	"
17-18	3) D-scale	" "	"
19-20	4) XA-scale	" "	"
21-22	5) HA-scale	" "	"
25-26	6) K-scale	" "	"
27-28	7) XC-scale	" "	"
29-30	8) HC-scale	" "	"
31-32	9) R-scale	" "	"
33-36	10) (B) BACKWARDNESS		
39-40	11) (S) SEX DEVELOPMENT		
43-48	12) (E) ENVIRONMENTAL OR OTHER DISADVANTAGE		
51-52	13) M-scale-highest number circled		
55-56	14) MN-scale " "		
	31 (Test number three and card one)		

NOTE: For variables 10 and 12, four columns were set aside, and for variable 11 two columns were set aside to punch the conditions which could occur according to categories specified in the manual. Blanks in any one of these three (3) "fields" indicate that less than four conditions were present. When conditions were present, they were punched in the first column(s) designated for that variable.

VARIABLE	CATEGORY
10) Backwardness	1. can't read English
	2. poor for age -- English
	3. poor for age -- Math
	4. completely incompetent -- Math
	5. just stupid
	6. gets cheated or fooled
	7. non-English speaking
11) Sex Development	1. early, greatly interested
	2. abnormal tendency
	3. delayed
12) Environmental or Other Disadvantage	0. slovenly, gets very dirty
	1. frequently absent; 1 day or 1/2 day
	2. long absences
	3. parent condones absences -- malingering
	4. stays away to help parent
	5. not as attractive as most
	6. looks very under nourished
	7. has some abnormal feature
	8. physical defect (P D)
	9. psychosomatic (P S) or aggravated by strain; severe emotional problems (if shown on back of Bristol booklet)

KEYPUNCHING FORMAT
MEDICAL-DENTAL FORM and
TEACHER'S HEALTH OBSERVATION FORM
(card #1)

COLUMN NO.	INFORMATION
1 - 10	Identifying Number (10 digits) (From class list)
11	Person completing form 0= doctor 1= nurse 2= other
12 - 13	Height in inches
14 - 15 - 16	Weight in pounds
30	DIPHTHERIA -Immunization options --- 1. never immunized 2. fully immunized 3. partially immunized 4. unknown
31	DIPHTHERIA -Doses options --- 1. None 2. One 3. Two 4. Three or more 5. Unknown
32	DIPHTHERIA -Treatment ✓ = 1 blank = blank
33	PERTUSSIS - Immunization options --- 1. never immunized 2. fully immunized 3. partially immunized 4. unknown
34	PERTUSSIS -Doses options --- 1. None 2. One 3. Two 4. Three or more 5. Unknown
35	PERTUSSIS -Treatment ✓ = 1 blank = blank
36	TETANUS -Immunization options --- 1. never immunized 2. fully immunized 3. partially immunized 4. unknown

KEYPUNCHING FORMAT
(card #1 cont.)

37 TETANUS -Doses
options --- 1. None
2. One
3. Two
4. Three or more
5. Unknown

38 TETANUS -Treatment
✓ = 1
blank = blank

39 POLIOMYELITIS -Immunization
options --- 1. never immunized
2. fully immunized
3. partially immunized
4. unknown

40 POLIOMYELITIS -Doses
options --- 1. None
2. One
3. Two
4. Three or more
5. Unknown

41 POLIOMYELITIS -Treatment
✓ = 1
blank = blank

42 SMALLPOX -Immunization
options --- 1. never immunized
2. fully immunized
3. partially immunized
4. unknown

43 SMALLPOX -Doses
options --- 1. None
2. One
3. Two
4. Three or more
5. Unknown

44 SMALLPOX -Treatment
✓ = 1
blank = blank

45 MEASLES - Immunization
options --- 1. never immunized
2. fully immunized
3. partially immunized
4. unknown

46 MEASLES -Doses
options --- 1. None
2. One
3. Two
4. Three or more
5. Unknown

47 MEASLES -Treatment
✓ = 1
blank = blank

KEYPUNCHING FORMAT
(card #1 cont.)

48 Did child have audiometric test as part of school health program?
options --- 1. Not known or record unclear
2. No
3. Yes, result normal
4. Yes, result abnormal

49 If no audiometric test, was another test given?
options --- 1. Not known or record unclear
2. No
3. Yes, result normal
4. Yes, result abnormal

50 If result of either test was abnormal, this child:
options --- 1. no further evaluation or treatment
2. been fully evaluated or treated
3. scheduled for evaluation or treatment
4. recommended for evaluation of treatment, but no facilities
5. has unknown follow-up status

51 Does this child wear a hearing aid?
options --- 1. Yes
2. No

52 If yes, is hearing aid periodically checked?
options --- 1. Yes
2. No

53 Did this child have a test of far point visual acuity?
options --- 1. Not known or record unclear
2. No
3. Yes, result normal
4. Yes, result abnormal
5. Yes, child "not testable"

54 Did this child have a test of near point visual acuity?
options --- 1. Not known or record unclear
2. No
3. Yes, result normal
4. Yes, result abnormal
5. Yes, child "not testable"

KEYPUNCHING FORMAT
(card #1 cont.)

55 If result of vision screening test was abnormal, this child:
options --- 1. had no further evaluation or treatment
2. has been found to require eyeglasses
3. has been prescribed and fitted with eyeglasses
4. has unknown follow-up status
5. does not need eyeglasses

56 Did this child have a test of binocular function?
options --- 1. Not known or record unclear
2. No
3. Yes

57 If yes, is child undergoing treatment?
options --- 1. Yes
2. No

58 If yes, indicate which treatment.
options --- 1. Medical
2. Surgical
3. Orthoptics

59 Does this child have the ability to direct his gaze in all directions?
options --- 1. Not known
2. Yes
3. No

60 If no, have recommendations for classroom seating been made?
options --- 1. Yes
2. No

61 Has treatment been recommended?
options --- 1. Yes
2. No

62 If yes, indicate which treatment.
options --- 1. Medical
2. Surgical
3. Orthoptics

63 Has the child obtained treatment for eye infection or eye injury as part of the school program?
options --- 1. Yes
2. No

KEYPUNCHING FORMAT
(card #1 cont.)

64 Did this child have a tuberculin test ?
options --- 1. Not known or record unclear
2. No, because child has positive test in the past
3. No, because child had recent negative test
4. Yes, result positive
5. Yes, result negative
6. No test given

65 If yes, result positive, is this because of BCG vaccine?
options --- 1. Yes
2. No

66 If the tuberculin test, past or present, was positive, this child:
options --- 1. had no further evaluation or treatment
2. is currently being evaluated for tuberculosis
3. had been fully evaluated and found not to require treatment
4. has been fully evaluated and is receiving treatment
5. has unknown follow-up status

67 Did this child have a blood test for anemia?
options --- 1. Not known or record unclear
2. No
3. Yes, result abnormal
4. Yes, result normal

68 Did this child have any other test for anemia as part of the school health program? (eyes, fingernails, tongue examined)
options --- 1. Yes
2. No

69 Is there any reason other than the above test to suspect sickle cell anemia? (leg ulcers, frequent illness, etc.)
options --- 1. Yes
2. No

70 If anemia is indicated, this child:
options --- 1. had no further evaluation or treatment
2. is currently being evaluated
3. has been fully evaluated and found not to require treatment
4. has meen fully evaluated and is currently receiving or has completed treatment
5. is under constant medical supervision
6. has unknown follow-up status

KEYPUNCHING FORMAT
(card #1 cont.)

71 Did this child have a dental examination as part of the school health program?

options --- 1. Not known or record unclear
2. No
3. Yes, by a dentist
4. Yes, by a physician
5. Yes, by a dental hygenist
6. Yes, by someone other than dentist, physician, or hygenist

72 On dental examination, this child was found to have:

options --- 1. No dental disease
2. Dental caries (decay, cavities)
3. Other dental disease

73 How many teeth were affected by dental caries?

options --- 1. Not known or record unclear
2. None
3. One or more, give exact number if possible.

74 Does this child routinely drink flouridated water?

options --- 1. No
2. Yes
3. Uncertain or unknown

75 Did this child have flouride applied to his teeth as part of the school dental program?

options --- 1. No
2. Uncertain or unknown

76 At the time of this report, this child:

options --- 1. has had no dental treatment recommended
2. has completed all recommended treatment
3. is currently receiving dental treatment
4. is not receiving dental treatment because no treatment facility is available

79 -80 Punch 61 (sixty-one)

MEDICAL-DENTAL FORM AND
TEACHER'S HEALTH OBSERVATION FORM
(Card #2)

Column #		
1-10	Identifying Number	
12	Did this child obtain medical care for an acute illness or injury as part of the school health program? 1. Not known or record unclear 2. No 3. Yes, for an acute illness 4. Yes, for an accident or injury	
13	Did this child have any medical or psychological problem which required treatment of special evaluation beyond the original examination? 1. Not known or record unclear 2. No 3. Yes	
15	Severity)	a. behavior problems or psychiatric condition
16	Knowledge)	
17	Status)	
18	Severity)	b. Learning problem or mental retardation
19	Knowledge)	
20	Status)	
21	Severity)	c. Convulsive disorder (seizures, epilepsy)
22	Knowledge)	
23	Status)	
24	Severity)	d. Cerebral dysfunction, including cerebral palsy "brain injury"
25	Knowledge)	
26	Status)	
27	Severity)	e. Skin disease, including impetigo and eczema
28	Knowledge)	
29	Status)	
30	Severity)	f. Chronic respiratory disease and allergies
31	Knowledge)	
32	Status)	
33	Severity)	g. Heart disfunction
34	Knowledge)	
35	Status)	

Card #2 Continued

36	Severity	h. Hernia
37	Knowledge	
38	Status	
39	Severity	i. Tonsil and adenoid
40	Knowledge	
41	Status	
42	Severity	j. Urinary tract disease, infections anomalies, etc.
43	Knowledge	
44	Status	
45	Severity	k. Speech disorder
46	Knowledge	
47	Stats	
48	Severity	l. Parasitic diseases (i.e. worms, etc.)
49	Knowledge	
50	Status	
51	Severity	m. Digestive disorders (i.e. cystic fibrosis, ulcerative colitis)
52	Knowledge	
53	Status	
54	Severity	n. Orthopedics
55	Knowledge	
56	Status	
57	Severity	o. Venereal infections
58	Knowledge	
59	Status	
60	Severity	p. Paralysis
61	Knowledge	
62	Status	
63	Severity	q. Other conditions
64	Knowledge	
65	Status	
79-80	Punch 62	

KEYPUNCHING FORMAT
TEACHER'S HEALTH OBSERVATION FORM
(CARD #3)

COLUMN #	INFORMATION
1-10	**Identifying number (10 digits) (From class list)** CODE 0 = **yes** 1 = **no**
11	TEMPER TANTRUMS
12	IMPULSIVE OR EXPLOSIVE BEHAVIOR
13	HYPERACTIVITY OR RESTLESSNESS
14	WITHDRAWN
15	INACTIVE OR SLUGGISH
16	SLEEPY OR LETHARGIC
17	TICS
18 - 19	
20	CLUMSY
21	LIMP OR ABNORMAL GAIT
22	POOR COORDINATION
23	POOR WRITING OR DRAWING
24	CONVULSIONS, FITS OR SPELLS
25	SPELLS OF INATTENTION OR STARING INTO SPACE
26	HEADACHES
27 - 29	
30	EYES CROSSED OR OUT
31	POOR VISION
32	RED, RUNNING OR ITCHING EYES
33	POOR HEARING
34	DISCHARGE OR RUNNING FROM THE EAR
35	UNCLEAR SPEECH
36	SKIN RASH
37	FREQUENT SCRATCHING
38	SORES ON SKIN
39	PALE OR SALLOW SKIN
40 - 42	
43	BEATEN OR BRUISED
44	CONTINUOUS RUNNY NOSE
45	FREQUENT NOSE PICKING OR RUBBING
46	COUGH
47	WHEEZING
48	SHORT OF BREATH WITH EXERCISE
49 - 51	
52	OVERWEIGHT
53	STOMACH ACHES
54	VOMITING
55	FREQUENT URINATION
56	WETS PANTS
57	SOILS SELF WITH BOWEL MOVEMENTS
58	WHAT IS YOUR OPINION OF THIS CHILD'S HEALTH? 0 - **perfectly healthy** 2 - **specific problems** 1 - **not in good health**
79 - 80	PUNCH 71 (**seventy-one**)

APPENDIX L

POST-TEST KEYPUNCH FORMAT

MEMO SENT TO PROJECT DIRECTORS NOVEMBER 2, 1968

National Evaluation of Project Follow Through

Post-test Card Format

(5 cards for K 6 cards for 1st grade)

Card No.	Column(s)	Instrument	Variable
1	1-10	Pupil Identification Number	
"	15-16	STAR	Test 1
"	21-22	"	Test 2
"	27-28	"	Test 3
"	33-34	"	Test 4
"	39-40	"	Test 5
"	45-46	"	Test 6
"	51-52	"	Test 7
"	57-58	"	Test 8
"	63-64	"	Total Raw Score
"	79-80	Card Identification "19"	
2	1-10	Pupil Identification Number	
"	15	CTMM	Opposites
"	20	"	Similarities
"	25	"	Analogies
"	29-30	"	LOGICAL REASONING
"	35	"	Numerical Values
"	40	"	Number Problems
"	44-45	"	NUMERICAL REASONING
"	49-50	"	VERBAL CONCEPTS
"	55	"	MEMORY
"	59-60	"	LANGUAGE RAW SCORE
"	64-65	"	NON-LANGUAGE RAW SCORE
"	69-70	"	TOTAL RAW SCORE
"	79-80	Card Identification "29"	
3	1-10	Pupil Identification Number	
"	18-19	BRISTOL	U Scale
"	25-26	"	W Scale
"	32-33	"	D Scale
"	39-40	"	XA Scale
"	46-47	"	HA Scale
"	53-54	"	K Scale
"	60-61	"	HC Scale
"	67-68	"	Q Scale
"	73-75	"	Total
"	79-80	Card Identification "39"	

Card No.	Column(s)	Instrument	Variable
4	1-10	Pupil Identification Number	
"	21-22	PAR	Ambulation
"	29-30	"	Manipulation
"	37-38	"	Rapport
"	45-46	"	Communication
"	53-54	"	Responsibility
"	61-62	"	Information
"	69-70	"	Ideation
"	77-78	"	Creativity
"	79-80	Card Identification "49"	
5	1-10	Pupil Identification Number	
"	18	PAR	Items Passed at Age Period No. 1
"	22	"	" " " " " " 2
"	26	"	" " " " " 3
"	30	"	" " " " " " 4
"	34	"	" " " " " " 5
"	38	"	" " " " " " 6
"	42	"	" " " " " " 7
"	46	"	" " " " " " 8
"	50	"	" " " " " " 9
"	54	"	" " " " " " 10
"	58	"	" " " " " " 11
"	62	"	" " " " " " 12
"	66	"	" " " " " " 13
"	70	"	" " " " " " 14
"	76-78	"	TOTAL SCORE
"	78-80	Card Identification "40"	
6	1-10	Pupil Identification Number	
"	12-13	CAT	Word Form (1A)
"	15-16	"	Word Recognition (1B)
"	18-19	"	Meaning of Opposites (1C)
"	21-22	"	Picture Association (1D)
"	24-25	"	READING VOCABULARY (1 TOT)
"	27-28	"	READING COMPREHENSION (2)
"	30-31	"	TOTAL READING (RDG)
"	33-34	"	Arithmetic Meanings (3A)
"	36-37	"	Arithmetic Problems (3B)
"	39-40	"	ARITHMETIC REASONING (3TOT)
"	42-43		Arithmetic - Addition (4C)
"	45-46	"	Arithmetic - Subtraction(4D)
"	48-49	"	ARITHMETIC FUNDAMENTALS(4TOT)

Card No.	Column(s)	Instrument	Variable
6	51-52	CAT	TOTAL ARITHMETIC (ARIT)
"	54-55	"	English Mechanics -Capitalization (5A)
"	57-58	"	English Mechanics -Punctuation (5B)
"	60-61	"	English Mechanics -Word Usage (5C)
"	63-64	"	MECHANICS OF ENGLISH (5 TOT)
"	66-67	"	SPELLING (SPL)
"	69-70	"	TOTAL LANGUAGE (LANG)
"	72-74	"	TOTAL RAW SCORE (TOT)
"	79-80	Card Identification "59"	

NOTE: PLEASE NOTE THAT THE COLUMN LOCATIONS FOR THE POST TEST DATA CARDS MAY NOT BE IDENTICAL TO THE PRETEST DATA CARDS YOU ALREADY HAVE.

APPENDIX M

SITE VISIT FORM

SITE VISIT FORM

I. Follow Through and School Administration

1. Brief description, with titles of persons observed in action.
2. Function of organizational structure (tight, loose, fragmented).
3. Relationship of FT organization to school administration?
4. Recommendations concerning structure and individuals.

II. Curriculum

1. Is what is happening in the classroom different from what was proposed? Doe these differences seem appropriate? If not, why not?
2. What differences, if any, exist between the program given Follow Through pupils and the one regularly given students? Are these differences appropriate. If not, why not? (Consider time, personnel, materials, content, space facilities, and style).

III. Classroom Staff (Teachers, Aides, Volunteers, etc.)

1. Description
2. Training
   a. What are the training activities for classroom staff?
   b. What materials are used in the training?
3. What is the frequency and duration of training?

IV. Facilities and Space Utilization

1. Are facilities and space utilization different from those proposed?
2. Are the differences appropriate? If not, why not?
3. Recommendations

V. Auxiliary professional services (Health, Nutrition, Social Services)

1. Health
   a. Are health services provided as stated in the proposal? If not, specify differences.
   b. Recommendations
2. Nutrition
   a. Are nutritional services provided as stated in the proposal? If not, specify differences.
   b. Recommendations
3. Social Services
   a. Are social services provided as stated in the proposal? If not, specify differences.
   b. Recommendations

VI. Parental Involvement

1. Describe parent participation in decision making, classroom or at home.
2. Does FT encourage parent participation, i.e., babysitting, transportation, etc.?
3. Who is in charge of the Parent Program? What is the attitude of teachers and administrators toward such participation? Supportive? Defensive?
4. What is being done to assist parents in becoming more self sufficient as individuals or as a parent group in handling their problems?
5. Recommendations.

VII. Children's Behavior

1. Describe speech and behavior of the children, and their relationship to each other and to authority figures.
2. Recommendations

VIII. Impact of FT on in-school and out-of-school environment

1. Describe
2. Recommendations

IX. Relationship of FT, CAA, and other community agencies involved

1. Describe
2. Recommendations

X. What are the unanticipated problems and solutions?

IX. Local Research

1. Describe staff and facilities
2. Describe projects in progress
3. Recommendations

APPENDIX N

ANALYSIS OF PROPOSALS ACROSS PROJECTS

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The subject matter in the following chapters has been obtained from the proposals submitted by the various School Districts in August, 1967, as revised from their previous submissions earlier that year.

The material deals with these primary factors:

1. OBJECTIVES
    a. General
    b. Specific
2. PROCEDURES
    a. Ratio of teachers and staff to pupils
    b. Administrative organization
    c. Staff criteria
    d. Instructional program
    e. Instructional materials
3. STUDENT POPULATION
    a. September, 1967
        (1) Head Start and Non-Head Start pupils
        (2) Follow Through and Non-Follow Through pupils
        (3) Female and Male pupils
        (4) Socio-economic status (family income)
        (5) Racial origin
        (6) Language
    b. February 1, 1968
        (1) Follow Through A_1 and A_2
        (2) Controls B_1 and B_2
4. EVALUATION METHODS

1. OBJECTIVES

a. General

Although none of the proposals specifically says so, it is evident that

"mens sana in corpore sano"

is the primary objective. While good health and intelligence may not always go hand in hand, generally a sound mind functions better in a sound body. Health education and health improvements are therefore basic to the objectives of the Follow Through project.

Under the heading of "Objectives" in the proposals, it is often difficult to differentiate between those termed "General" by some, and "Specific" by others. In one form or another, however, all of the proposals state either directly or by inference that the General Objectives consist of the following:

- To increase language and learning skills and abilities
- To acquaint the child with the excitement and rewards of learning
- To promote a satisfactory self-image
- To provide a basic program for physical and emotional needs
- To develop a wholesome attitude toward school and to promote the desire to learn
- To raise health standards and habits

Despite the diversity of expression, and the generalities employed by some of the writers, there is a definite unanimity of purpose in the objectives outlined.

All of the proposals stress

1. the importance of parental involvement in school activities as well as parent and community participation;
2. the plan to overcome past environmental deficits, and to move toward an individual learning competency in order to help assure the child's success in later education experiences;
3. the need to involve the parents and community in the child's continuing development; and
4. the desire to capitalize on gains made in the first year of Head Start.

All of the proposals likewise emphasize

1. parental and community cooperation with the Follow Through program as the salient point in ancillary (accessory or auxiliary) services.

   These include

   a. medical, dental, and psychological services
   b. health and nutrition education
   c. accident prevention
   d. speech therapy
2. social welfare work,

   a. counseling
   b. home visits
   c. emergency aide
   d. referral service to other trained personnel

Unique features in some of the General Objectives listed in the proposals include:

Los Angeles, Calif.

The central aim is to maintain and develop the use and understanding of Spanish, and at the same time develop English language skills; to maintain and develop appreciation for Mexican-American culture, and the culture in which the children are living.

San Diego, Calif.

This is the only proposal which has "Patriotism and Citizenship" to be achieved through songs, poetry, literature, history, commemorative days and events.

Miami, Fla.

Miami's proposal is for both Kindergarten and First Year. Its first year objectives are quoted below:

1. To develop an appropriate program based to the extent feasible on individualized instruction for first year children who were formerly in Head Start, and who will be intermingled in eight classrooms with children who were not in Head Start.
2. To design a program which will have continuity with the Head Start program, and preserve and extend gains made by each child who participated in the Head Start program.

3. To determine whether such a program will not only maintain earlier gains, but will further accelerate the child's intellectual and language growth, and offer promising results in his social development, in improved physical condition, and in strengthening his self-image.
4. To determine whether the implementation of a first year program developed through the joint efforts of an interdisciplinary diagnostic team will result in progress of the child significantly greater than that achieved by Head Start children entering the first year without benefit of these special services.
5. To consider the physical, psycho-social, and instructional needs of each child in developing an instructional program for each.

This lengthy quotation is given as illustrative of the most general and all encompassing range of objectives in the proposals.

Honolulu, Hawaii

The proposal goes into detail with regard to the "Extended Day Activities." It is called "Pau Hana" (Hawaiian for "work completed"). In addition to the regular activities, pupil-parent participation in picnics, tours, field trips and camping trips are included in order to expand horizons and promote wholesome family relationships.

Cambridge, Mass.

Kindergarten and First Grade will function as one unit. The objective is to develop an educational program that will relate school experience more to individual and developmental levels than to set chronological age standards; to provide concentrated support to ensure successful transition between pre-school and regular school experiences.

Mission, S.D.

The emphasis is on American Indian culture -- but at the same time, the aim is to develop an awareness of the larger American culture.

Corpus Christi, Texas

This proposal states the objectives as follows: "To provide each child with the best education possible as preparation for living in a democratic society. More specifically, to provide educational experiences and ancillary services which would allow the pupils to bridge the cultural and experiential gap necessary for effective participation in the mainstream of our educational process."

b. Specific

Specific objectives are listed under different designations in the proposals. Many of them are identical with those specified in others, not necessarily in semantics, but in connotation. Some of the remarks contained in this summary under the heading of "Objectives: General" apply equally to Specific Objectives because, as noted previously, it is difficult to draw a line between those termed "General" in some proposals, and those noted as "Specific" in others.

All of the proposals more or less categorize their specific objectives as the development of:

- . communication
- . ability to concentrate on task at hand
- . perceptual skills (visual, auditory, tactile)
- . cognitive skills (naming, describing, comparing, classifying)
- . language skills (speaking, listening, developing vocabulary, increasing concept formation)
- . creative ability
- . ability to meet and solve simple problems
- . reading and writing skills
- . social skills with peers
- . emotional and social growth (attaining positive attitude toward school, teacher, and learning, along with emotional security)
- . sense of pride in individual and group achievement
- . acceptance of adults, other than parents, as a source of information and help
- . the team approach with children, parents, and community organizations
- . knowledge of the family, community, world, and universe for good adjustment
- . motor skills and coordination
- . physical health, and formation of good health habits
- . improved self-image and positive means of acquiring sense of self-worth

- sense of responsibility and consideration for others
- strong home-school ties
- community resources utilization

Certain exceptions have already been noted under "Objectives: General," e.g.,

Los Angeles (to develop English language skills along with the maintenance and development of the use and understanding of Spanish; and to maintain and develop simultaneously appreciation for Mexican-American and environmental American culture.)

Cambridge (to integrate Kindergarten and First Grade in one classroom.)

Mission (to emphasize American Indian culture, yet simultaneously develop awareness of American culture.)

2. PROCEDURES

a. Ratio of Teachers and Staff to Pupils

The following figures have been compiled from the baseline data supplied by the projects at the beginning of the school year. Where this data failed to supply the desired information, figures from the proposals have been utilized. The ratios, therefore, most probably do not represent the actual classroom conditions as of March, 1968.

It is also impossible to arrive at an accurate ratio of instructional staff to pupils, as qualifications for "teacher aides" and/or "teacher's helpers" vary considerably in the proposals. Their instructional duties are not always specifically defined.

Ratio of Teachers and Instructional Staff to Pupils

	Teacher-Pupil	Instructional Staff (Incl. teacher)-Pupil
Berkeley	1:25½	1:12½
Los Angeles	1:18	1:11
San Diego	1:25	1:13
Boulder	1:10	1:5
Miami	1:30	1:15
LaFayette	1:18	1:7 (approx.)
Honolulu	1:25	1:10
Des Moines	1:21	1:11
Pikeville	1:15	1:7½
Upper Marlboro	1:20	1:10
Cambridge	1:13½	1:9
Fall River	1:18	1:9
Detroit	1:25	1:12½ (1:7 with part-time personnel)
Duluth	1:11	1:5
Tupelo	1:18	1:11½
Kirksville	1:9	1:5½
Lebanon	1:23	1:11½
New York (N.Y.)	1:23	1:6
Rochester	1:25	1:11
Durham	1:14½	1:8½
Portland	1:13	1:6½
Puerto Rico	1:25	1:11
Mission	1:16	1:8
Chattanooga	1:23	1:11½
Corpus Christi	1:20	1:16½
Salt Lake City	1:23	1:11
Brattleboro	1:19	1:6½
Morgantown	1:22	1:11
Racine	1:13	1:6

Note: The number of teachers has been derived from the baseline data when available. The number of teachers' aides and/or helpers (considered part of the instructional staff) has been obtained from the proposals.

b. Administrative organization

The proposals indicate that the Follow Through program in each of the School Districts is headed as follows:

Berkeley- - - - - Full-time Follow Through consulting teacher
Los Angeles - - - Full-time administrator
San Diego - - - - Full-time administrator
Boulder - - - - - Full-time administrator
Miami - - - - - - Full-time administrator
LaFayette - - - - Full-time administrator
Honolulu- - - - - Full-time administrator
Des Moines- - - - Full-time administrator
Pikeville - - - - Full-time administrator
Upper Marlboro- - Full-time administrator
Cambridge - - - - Administrator, plus assistant project administrator
Fall River- - - - Half-time administrator and associate director
Detroit- - - - - Full-time administrator
Duluth- - - - - - Half-time administrator & half-time program director
Tupelo- - - - - - Full-time administrator
Kirksville- - - - Full-time administrator
Lebanon - - - - - Administrator, plus program director & assistant director
New York (NY) - - Full-time administrator
Rochester - - - - Administrator, plus half-time assistant supervisor
Durham- - - - - - Full-time administrator and classroom analyst coordinator
Portland- - - - - Full-time administrator
Puerto Rico - - - Full-time administrator
Mission - - - - - Full-time administrator
Chattanooga - - - Full-time administrator
Corpus Christi- - Full-time administrator
Salt Lake City- - Full-time administrator
Brattleboro - - - Full-time administrator
Morgantown - - - Full-time administrator
Racine- - - - - - Full-time administrator, plus 1/7 time research assistant

(Full-time is indicated where no specific mention is made in the proposal)

Most of the proposals do not outline the duties of the project administrator or director, seeming to take it for granted that he will be the over-all supervisor. San Diego, however, specifically states his duties to be the:

Overall coordination and development of the Follow Through Program.
Development of application and implementation of classes approved.
Planning and coordination of in-service programs for teachers and staff.
Working with community agencies and groups; presenting talks and programs.
Attending conferences of project principals.
Assisting in budget development, supplies, etc.
Assisting in evaluation of the Follow Through program.
Assisting in record maintenance and accounts.
Supervising personnel assigned to Follow Through project office.
Assisting local O.E.O. in compiling statistical reports and information.
Carrying out other assignments under District Director's specifications.

c. Staff Criteria

In this area, as in other phases of the proposals, there are major differences not only in the qualifications listed for the various positions, but also in the manner in which this subject is treated.

Some proposals do not mention qualifications while others give detailed outlines of the training and experience required.

A summary of this is given on the following pages, by districts.

Berkeley, Calif.

No criteria listed.

Los Angeles, Calif.

Director:	B.A. and M.A., with General Elementary Credential and administrative Credential; 5 years' Kindergarten experience (and/or Head Start); 3 years' experience in school administration.
Teacher:	General Elementary California Credential.
Teacher Aide:	18 years or older; qualifying income level (O.E.O. economic criterion;) some competency in Spanish; experience in working with children.
Psychologist:	M.A. or Doctorate in Educational or Clinical Psychology, with valid credential permitting practice as psychometrist, psychologist, or project personnel worker.
Speech Therapist:	B.A. or B.S.; with major in speech therapy; 1 year's experience teaching speech skills.
Social Worker:	B.A.; 1 year's experience as case worker; experience working with low-income families.

San Diego, Calif.

Administrator:	Administrative Credential, with target area school experience.
Human Resources Coordinator:	Pupil Personnel Credential, target area teaching or counseling experience.

Speech & Hearing Specialist: Exceptional Child Credential, with specialization in speech therapy.

Adult Education Teacher: Adult Education Credential, experienced in teaching adults of low socio-economic background.

Teacher Aide: 8th grade completion, with experience in working with young children.

Teacher Aide (Extended Day): High School graduate, with experience in working with young children; qualified swimmer with First Aid training; background in athletics and/or recreation.

Boulder, Colo.

Teacher: Colorado certified.

Teacher Aide: Must be mature, and resident of community.

Family & Parent Education Counselor: Colorado Teacher's Certificate.

Miami, Fla.

Program Coordinator: An attempt will be made to secure someone with M.A. or substantial work towards M.A.

Teacher: Certification in accordance with Florida regulations, preferably with experience in working with children from disadvantaged homes, and with a bi-ethnic background.

Classroom Aide: High school graduate representative of the school population.

LaFayette, Ga.

Director:	M.S. in Elementary education; 6 years' Certificate in Supervision and Administration; 12 year's experience in supervision and classroom curriculum development.
Program Coordinator:	M.S. Extensive work in child development and home economics.
Teacher:	Minimum of B.S. in Elementary Education; minimum of three years' experience in teaching, and special training in working with disadvantaged children.
Teaching Assistant:	College students in courses leading to B.S. in Elementary Education. Special training in child growth and techniques for working with disadvantaged children.
Observer Aide:	College students, plus 1 year work in Head Start program.
Parent Coordinator:	High school diploma or equivalent; participant in Head Start parent activities.
Speech Therapist:	Minimum of B.S.
Psychologist:	M.Ed.
Social Worker:	B.S.
Resource Teacher:	Minimum B.S.

Honolulu, Hawaii

Coordinator:	M.A. or equivalent
Teacher:	Professional Class III Teacher's Certificate.

Teacher Aide: Adult resident of target area, with ability and interest.

Social Worker: M.A., State Certification; experience in social work.

Speech Therapist: B.A.

Clinical Psychologist: Ph.D. in Clinical Psychology

Language Arts Specialist: Professional Class III Teacher's Certificate.

Counselor: Professional Teacher's Certificate

Health Worker: B.A.

Des Moines, Iowa

Director: Teacher, M.A.

Research Assistant: Drake University statistician.

Program Consultant: Teacher, M.A.

Teacher: Certified

Assistant Teacher: 2 year college minimum.

Fellowship Student: Drake University student.

Classroom Aide: Mother from target area

Social Worker: M.S.W.

Clinical Psychologist: Child Guidance Services.

Pikeville, Ky.

Director: M.A. with broad experience in administration, supervision, and curriculum development as well as classroom teaching.

Teacher: B.A. minimum, with experience and special courses for primary work.

Teacher Aide:	High School graduate with courses in typing clerical work.
Research Assistant:	B.A. minimum with a major in Elementary Education; extra courses in tests and measurements, and experience in teaching elementary children.
Home Visitation & Social Worker:	Minimum of High School education - preferably with degree in Social Service; ability to communicate with the people served.

Upper Marlboro, Md.

Coordinator:	M.A. in Early Childhood Education with administrative and supervisory ability.
Helping Teacher:	Qualified classroom teacher with supervisory ability; experienced in teaching deprived children.
Special Services Consultant:	Psychological testing and referrals; to concentrate on speech screening and language improvement.
Social Worker-Parent Education Coordinator:	An individual with background in social work and in parent education. May be filled by two persons, each half time.
Children's Aide:	Must possess all the qualities of a dedicated teacher.
Parent Helpers:	Experienced in homemaking; must be effective parents able to relate to parents of educationally deprived children.

Cambridge, Mass.

Teachers:	Regular
Educational Aides:	Mothers living in the community who have worked as Head Start aides.

Fall River, Mass.

Director:	M.A. in education with administrative experience.
Associate Project Director:	M.A. in Early Childhood Education with research experience.
Team Teacher:	M.A. in Early Childhood Education with experience in team teaching or administration.
Teacher Aides:	Practical workers with young children; must have readiness to share in many activities and understand the importance of the family.
Social Worker:	Graduate of accredited school of nursing.

Detroit, Mich.

Director:	Systematic study beyond M.A. with teaching experience with primary children; at least 3 years' administrative experience.
Teacher:	B.A., State Certification; teaching experience with young children.
Teacher Aide:	Adult resident of target community with ability and interest.
Psychologist:	M.A., State Certification; experience and study in child psychology.
Social Worker:	M.A., State Certification; social work experience.

Nutritionist:	Degree in Dietetics.
Evaluator:	M.A., State Certification; teaching experience with young children; systematic study in field of evaluation and measurement.
Health Coordinator:	M.A., State Certification. Systematic study in field of health education; experience in working with community health agencies.
School Community Agent:	B.A., systematic study in social work, guidance, and counseling, applied psychology and sociology.

Duluth, Minn.

Project Administrator: (Half-Time)	Certified Elementary Teacher with administrative ability and thorough knowledge of individualized instruction.
Program Director:	Certified teacher with experience in early childhood education; training and experience in social work.
Teacher Leaders:	Certified Elementary Teachers, with experience in working with pre-school and kindergarten children.
Human Resources Coordinator:	Experienced school social worker; certified by Minnesota Department of Education; with M.S.W. degree.
Psychologist:	Experienced, certified in School Psychology.
Teacher Aides:	Mothers of children in Follow Through program.
Social Work Aides:	Mothers from target area.
Classroom Aides:	Student teachers in training from University of Minnesota or College of St. Scholastica.

Tupelo, Miss.

Director:	M.A. in Education, including courses and experience in child development.
Coordinator of Parent Participation, Ancillary Services & Community Involvement:	Some college training and experience in social welfare work.
Teachers:	Fully certified Elementary Teachers with sincere concern for the disadvantaged child; preference given for experienced teachers.
Teacher Aides:	Some experience in child development; sincere concern for the disadvantaged child.
Physical Education Teacher:	B.A., some experience with primary children.
Speech Therapist:	B.A. in speech correction
Guidance Counselor:	Fully certified school counselor.

Kirksville, Mo.

Director:	B.S. in Elementary Education, M.A.; Minimum of 5 years' teaching experience.
Teacher:	B.S. in Education; experienced in elementary education.
Elementary Counselor:	B.S. in Elementary Education; graduate work in elementary guidance.
Speech Therapist:	Training and experience in speech therapy.
Aides:	No experience necessary; hopefully - parents of Follow Through group.

Lebanon, N.H.

Administrator:	Experience school administrator; degree in administration.
Program Director:	Experienced teacher, curriculum development specialist and guidance counselor; degree in Elementary Education, and advanced degree in guidance and early childhood education.
Assistant Director:	Experienced teacher able to communicate to teachers and non-professional staff.
Teacher Leaders:	Experienced teachers with degree in Elementary Education.
Teacher Aides:	Selected from community - people who enjoy working with young children.
Community Aides:	Persons from community who understand needs and aspirations of Follow Through families.
Volunteers:	College students with keen interest in disadvantaged children.

New York, N.Y.

Director:	Licensed Early Childhood teacher, with experience in prekindergarten and Head Start programs.
Teacher:	New York City Early Childhood License.
Teacher Aide:	Adult resident of community.
Psychologist:	no criteria listed.
Social Worker:	Licensed Social Worker.
Resource Teacher:	Bi-lingual Early Childhood teacher, experienced in prekindergarten and/or Head Start program.

Rochester, New York

Teacher:	Trained in Early Childhood and Kindergarten.
Social Worker:	Trained in Early Childhood and Kindergarten.
Psychologist:	Experienced.

Durham, N.C.

Teacher:	State Certified; experience in primary grades; sensitive to needs of disadvantaged children.
Teacher Aide:	Selected for aptitude in working in classroom setting.
Classroom Behavior Analyst:	M.A. or B.A.

Portland Ore.

Teacher:	State Certified.

Puerto Rico

Director:	M.A., Early Childhood specialist; minimum of 2 years' experience in supervision of Early Childhood program.
Early Childhood Consultant:	Ph.D. in Early Childhood Education; experienced in teacher training.
Teacher:	B.A. in Education with Early Childhood Education course; experienced in primary grades.
Teacher Aide:	Low income university student from target area; also university dropouts requiring improvement of self-concept.

School Director:	M.A. in Social Work; experienced in social work in deprived areas.
Social Worker:	M.A. in Social Work; experienced in working with teachers and children in deprived areas.
Psychologist:	Ph.D. in Child Psychology. Experience in working teachers and children in deprived areas.
Linguist:	M.A. in Linguistics.
Health Supervisor:	M.A. in Health; experienced in health programs.

Mission, S.D.

Director:	M.A. in Early Childhood Education; minimum of 3 years' teaching experience.
Speech Therapist:	B.A. with Speech major or equivalent training and experience.
Social Worker:	Services of the social workers employed by CAA, BIA, and PHS.
Guidance Counselor:	B.A. plus 15 hours in Guidance and Counseling.
Teacher:	B.A. with 3 years' experience in early elementary grades.

Chattanooga, Tenn.

No criteria listed.

Corpus Christi, Texas

No criteria listed.

Salt Lake City, Utah

Coordinator:	M.A. or M.S., Utah General Administrative Certificate; experience with young children.
Teacher:	M.S. or B.A., Elementary Teacher certificate, with kindergarten efficiency; minimum of 3 years' experience with young children.
Social Worker:	M.S.W., experience in working with children and adults in poverty areas desirable.
Psychologist:	M.S. in Psychology.
Teaching Assistants:	State University students; desire to work in educating the young.
Neighborhood Aides:	Community residents; respected as leaders.
Classroom Aides:	Parents, with High school education.

Brattleboro, Vt.

No criteria listed

Morgantown, W.Va.

Teacher:	Primary or Kindergarten; West Virginia full certification
Teacher Aides:	Parents from poverty groups where possible; High School education, good moral character, good mental balance, desire to help children.
Speech Therapist:	B.A. in Speech Therapy, practical experience in dealing with speech defects of the poverty class.
Music Specialist:	B.A. in Elementary Music.

Curriculum Programmer: M.A. in Elementary Education with emphasis on pre-school and primary grade instruction.

Psychologist: Degree in Psychology and strength in the area of child psychology and human growth and development; wide experience with young children.

Racine, Wis.

Director: M.A.; administrative and elementary teacher experience.

Research Assistant: Post-Master's work; teaching experience; special training in statistics and experimental design.

Early Childhood Specialist: Individual working on M.A. in Early Childhood education; 2 years' teaching experience.

Community Involvement Coordinator: M.A. in Urban Affairs; training in sociology, group dynamics, psychology, community organization.

Teacher: B.S. or B.A. in Primary teaching; 1 years' teaching experience.

Para-Professional and Volunteer Workers: Minimum High School education; ability to work with young children.

Social Work Coordinator: M.A. in Social Work preferred; B.S. mandatory; outstanding case worker for the school district.

Certain school districts list "Nurse" among the Follow Through staff. These include San Diego, Des Moines, Pikeville, Duluth, Kirksville, and Mission, where the qualification is "Registered Nurse." Mission proposes the use of a graduate of an accredited school of nursing as an alternative. LaFayette's qualification is a B.S. graduate nurse; Fall River's is a graduate of an accredited school of nursing; Salt Lake City specifies a Public Health service nurse.

d. Instructional Program

Many of the proposals do not spell out the exact instructional program to be followed and material to be used. However, the following appear to be inherent in all:

(1) Language development (listening and speaking abilities),

- teacher's speech as model
- record player (Berkeley, Los Angeles, LaFayette, Pikeville, Upper Marlboro, Detroit, Duluth, Lebanon, Rochester, Puerto Rico, Chattanooga, Corpus Christi, and Racine mention this specifically)
- tape recorder (Berkeley, LaFayette, Des Moines, Upper Marlboro, Detroit, Duluth, Tupelo, New York, Puerto Rico, Chattanooga, Corpus Christi, and Racine mention this specifically)
- phone (Berkeley, Detroit, New York and Chattanooga)
- musical instruments (Upper Marlboro, Detroit, New York, and Chattanooga mention this specifically)
- puppets
- language lotto and other games

- books and stories
- chanting, singing, choral speaking of poetry
- lunch and snack-time discussions about food and eating habits
- errands and tasks to give verbal messages
- association of work meanings with objects and experiences
- learning letter forms and basic words
- conversation on subjects within the child's listening vocabulary
- reading-readiness evaluation
- stimulation of discussion through pictures, books, objects, events, trips

(2) Curriculum content other than language

- mathematics (concepts of distance, amount, weight, time, temperature; problem solving, through thought and analysis)
- art (painting, drawing, printing, sculpting)
- health education (self-care, proper rest and diet, clean-up, physical activities, motor skills development)

(3) Social and emotional well-being

- participation in experiences to build self-reliance by means of adult and peer approval
- assumption of responsibility through performance of various duties
- participation in group activities to encourage sharing
- communication with interested adults who will listen to the child to ascertain his ideas, information, vocabulary and values

- recognition from adults who have variety of skills, who will accept the child's ideas as worthwhile and the child as he is
- interaction with adults to provide opportunities for examples of acceptable speech, manner, and behavior.

(4) Learning and thinking skills,

- observation and conclusions drawing from first-hand experiences
- participation in experiences which tend to develop insight
- participation in activities geared to the child's individual and special interests
- exposure to a variety of situations to build the child's ability to reason and make discoveries.

Certain Districts specify other procedures. Corpus Christi. Spanish is taught in the mornings; English in the afternoons. Duluth. A Kindergarten/Primary Laboratory provides "homelike" atmosphere where individual needs of the children can be identified by the staff, with involvement of the parents in the activities.

Cambridge. Kindergarten and First Grade function as one unit. The teachers work as a team, and work with other adults in planning and executing the instruction program.

New York City. Visits to classrooms by a local doctor, dentist, dietician, grocer, butcher, baker, telephone man, electrician, fireman, and policeman are proposed.

e. Instructional Materials

The majority of the proposals do not go into detail as to the materials and equipment to be utilized. The Detroit proposal (one of the few which enumerates materials) lists materials representative of the kinds of items found in any well-equipped kindergarten.

Instructional Materials (Kindergarten)

SKILLS

Auditory Discrimination and Memory

Records
Clock
Tape Recorder
Auto Harp
Soundbox

Piano
Films
Telephone
Foods
Sounds

Story Sets
Flannelboards
Housekeeping Equipment
Rhythm Instruments
Dramatization and Poetry

Visual Discrimination and Memory

Blocks
Games
Puzzles
Binoculars

Pictures
Films
Books
Paints

Housekeeping Equipment
Magnifying Glasses
Magnet Boards with Shapes
Fruits & Vegetables (real and plastic)

Motor Control

Balancing Board
Tricycle
Boxes
Workshop Tools
Trucks & Trains

Rope
Beanbags
Hoops
Wagon
Cars
Outdoor Equipment

Wheelbarrow
Peg Boards
Garden Tools
Balls
Games

Quantitative Thinking

Boxes
Wheelbarrow
Puzzles
Films
Thermometer

Buttons
Bottles
Flag
Scale
Beads

Wagons and Blocks
Balance Board
Cooking Equipment
Science Equipment

Tactile Experience

Sand
Sponges
Soap
Food

Magnet
Tissues
Yarn
Straws

Magnifying Glass
Workshop Materials
Science Equipment
Beanbags

CURRICULAR RESOURCE MATERIALS

Frostig Perceptual Materials
Kephart Sensory-Motor Activities
Language Lesson and other commercial or creative teacher-made materials

Other proposals include such items as:

Movies...Musical Instruments.... Room Objects...Puppets...Paints...Clay Dough...Seeds and Bulbs...Cameras...Ladders...Paper...Crayons...Scissors... Staplers...Pets: hamster, guinea pig, gerbils, bunny, fish, turtle, frog, tadpole, chicks, birds, grasshopper, caterpillar, woodpecker.

3. STUDENT POPULATION

A summary table appears on page 31. The figures were derived from an almalgamation of both the statistics mentioned in the proposals (data before the Fall 1967 registration) and information tallied from the baseline data (data after Fall 1967 registration). The summary tables, derived primarily from the information supplied by the project directors, are as complete and accurate as possible, given the normal flucuation of population and the fact that many projects failed to supply complete baseline data. The figures represent the population as of Sept. 6, 1967.

SUMMARY TABLE
Sept. 1967
RATIOS

	Follow Through	NON Follow Through	Follow Through WITH Head Start	Follow Through WITHOUT Head Start	Male	Female	Family Income Under $3,000	Family Income $3,000-$5,000	Family Income Over $5,000	Race	Language
Berkeley Cal.	128	14	60	68	68	60	35	20	73	White 52 Negro 62 Oriental 8 Mex.Ind. 1 Other 5	English 123 Spanish 3 Other 2
Los Angeles Cal.	92	26	67	25	53	39	57	33	2	White 33 Mex.Amer. 57 Oriental 2	English 60 Spanish 31 Other 1
San Diego Cal.	100	40	92	8	56	44	46	54	0	White 1 Negro 78 Oriental 4 Mex.Ind. 17	English 84 Spanish 12 Other 4
Boulder Colo.	48	40	48	0	25	23	14	27	7	White 24 Negro 3 Amer.Ind. 1 Other 20	English 46 Spanish 1 Other 1
Miami Fla.	90	40	57	33	43	47	40	36	14	White 38 Negro 21 Puerto R. 17 Oriental 3 Mex.Ind. 1 Other 10	English 59 Spanish 31
LaFayette Ga.	94	40	61	33	55	39	25	42	27	White 61 Negro 32 Mex.Ind. 1	English 94
Honolulu Hawaii	199	38	121	78	99	100	32	107	60	White 34 Oriental 33 Puerto R. 8 Hawaiian 18 Negro 2 ** Other 104	English 177 Spanish 22
Des Moines Iowa	108	40	78	30	62	46	49	49	10	White 36 Negro 65 Mex.Ind. 7	English 105 Spanish 3
Pikeville Ky.	92	40	74	18	44	48	54	26	12	White 92	English 92
Upper Marlboro, Md.	118	32	67	51	48	70	30	59	28	White 45 Negro 73	English 117 Spanish 1
Cambridge Mass.	109	0	76	33	61	48	16	11 (balance unknown)	3	White 86 Negro 21 Puerto R. 1 Oriental 1	English 97 Spanish 3 Other 9
Fall River Mass.	107	20	56	51	57	50	8	62	37	White 102 Negro 5	English 71 Portuguese 36
Detroit Mich.	115	40	103	12	62	53	55	33	27	White 10 Negro 105	English 115
Duluth Minn.	90	40	60	30	48	42	24	42	24	White 80 Negro 4 Amer.Ind. 3 Other 3	English 90
Tupelo Miss.	127	28	69	58	72	55	63	50	14	White 62 Negro 65	English 127

**Samoan, Filipino, Portuguese, and mixtures, with no specific breakdown of numbers.

Upper Marlboro, Md.	118	32	67	51	48	70	30	59	28	White Negro	45 73	English Spanish	117 1
Cambridge Mass.	109	0	76	33	61	48	16	11 (balance unknown)	3	White Negro Puerto R. Oriental	86 21 1 1	English Spanish Other	97 3 9
Fall River Mass.	107	20	56	51	57	50	8	62	37	White Negro	102 5	English Portuguese	71 36
Detroit Mich.	115	40	103	12	62	53	55	33	27	White Negro	10 105	English	115
Duluth Minn.	90	40	60	30	48	42	24	42	24	White Negro Amer.Ind. Other	80 4 3 3	English	90
Tupelo Miss.	127	28	69	58	72	55	63	50	14	White Negro	62 65	English	127
Kirksville Mo.	56	20	46	10	22	34	22	26	8	White Negro	55 1	English Other	55 1
Lebanon N.H.	68	40	32	36	37	31	10	18 (balance unknown)	16	White	68	English	68
New York N.Y.	93	0	69	24	45	48	22	39	22	White Puerto R. Negro Oriental Amer.Ind. Mex.Ind.	34 43 13 1 1 1	English Spanish Other	56 35 2
Rochester N.Y.	177	40	77	0	36	41	16	41	20	White Negro Puerto R.	11 52 14	English Spanish	64 13
Durham N.C.	116	40	110	6	68	48	28	48 (balance unknown)		White Negro	36 80	English Other	109 7
Portland Ore.	80	40	80	0	45	35	40	32	8	White Negro	8 72	English	80
Puerto Rico	125	0	81	44	65	60	109	15	1	Puerto R. Other	122 3	English Spanish	1 124
Mission S.D.	95	40	83	12	50	45	63	27	5	Amer.Ind.	95	English Other	83 12
Chattanooga Tenn.	93	40	52	41	54	39	46	43	4	White Negro	65 28	English	93
Corpus Christi Tex.	102	40	102	0	49	53	46	48	8	Mex.Ind.	102	Spanish	102
Salt Lake City Utah	114	40	65	49	63	51	23	79	12	White Negro Amer.Ind. Mex.Ind. Oriental Puerto R. Other	79 6 3 9 2 1 14	English Spanish	108 6
Brattleboro Vt.	58	26	35	23	35	23	4	15	39	White	58	English Spanish Other	56 1 1
Morgantown W. Va.	87	40	50	37	43	44	22	44	21	White Negro	74 13	English	87
Racine Wis.	52	34	50	2	25	27	16	27	9	White Negro Mex.Ind.	12 28 12	English Spanish Other	40 10 2
TOTAL:	2,833	916	2,021	812	1,490	1,343	1,015	1,155	511				

Table 2 represents the number of pupils included in the pre-test battery. These figures indicate the population, as accurately as possible as of February 1, 1968. The discrepancies between this table and the previous table are due to mobility of the population and redesignation of pupil groups by the project.

SUMMARY TABLE
February 15, 1968

PROJECT CENTER	GRADE	FOLLOW THROUGH			
		A1	A2	B1	B2
BERKELEY, CALIFORNIA	K	60	70	13	--
LOS ANGELES, CALIFORNIA	K	72	28	6	19
SAN DIEGO, CALIFORNIA	K	99	7	17	12
BOULDER, COLORADO	K	51	11	17	19
MIAMI, FLORIDA	F	58	35	19	19
LaFAYETTE, GEORGIA	F	59	37	20	19
HONOLULU, HAWAII	K	123	83	20	19
DES MOINES, IOWA	K	70	32	18	20
PIKEVILLE, KENTUCKY	F	81	18	20	20
UPPER MARLBORO, MARYLAND	F	66	49	12	17
CAMBRIDGE, MASSACHUSETTS (Approx. figures: Actual group totals can not be determined as of 2/29/68)	K&F	76	24	20	20
FALL RIVER, MASS.	K	53	50	18	20
DETROIT, MICHIGAN	K	91	14	20	19
DULUTH, MINNESOTA	K	60	28	20	20
TUPELO, MISSISSIPPI	F	68	56	9	19
KIRKSVILLE, MISSOURI	K	46	10	--	20
LEBANON, NEW HAMPSHIRE	K	34	38	14	20
NEW YORK, NEW YORK	K	68	22	20	15
ROCHESTER, NEW YORK	K	76	--	20	20
DURHAM, NORTH CAROLINA	F	111	10	18	18
PORTLAND, OREGON	K	99	--	18	19
PUERTO RICO	K	82	42	17	18
MISSION, SOUTH DAKOTA	F	83	12	22	20

PROJECT CENTER	GRADE	FOLLOW THROUGH			
		A1	A2	B1	B2
CHATTANOOGA, TENNESSEE	F	56	45	20	22
CORPUS CHRISTI, TEXAS	F	105	--	21	19
SALT LAKE CITY, UTAH	K	67	49	20	19
BRATTLEBORO, VERMONT	K	35	23	5	20
MORGANTOWN, WEST VIRGINIA	F	51	38	20	20
RACINE, WISCONSIN	K	57	2	20	13
TOTAL	3962	2057	896	484	525

4. EVALUATION METHODS

The methods to be utilized by the school districts to measure the continuing progress of Follow Through was compiled from their proposals.

Some of the districts itemize the instruments they will employ; others simply state "standardized tests."

Berkeley, Calif.

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Standardized reading-readiness test (such as Lee Clark,1962 revision).

Inventory scale to measure parents' active interest in the children welfare.

Levine Elzy Scale of Social Competence.

Consultant services from School of Education, University of California at Berkeley.

Los Angeles, Calif.

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Teacher appraisal reports, Goodenough-Harris Draw-A-Man Test, Clark Motor Development Test (based on Frostig, Piaget, Oseretsky, and others). Records.

Technical assistance from local and Federal consultants and specialists.

San Diego, Calif.

Areas to be evaluated: Knowledge
Social Development
Learning Skills (creativity)
Parental Motivation
Physical Health

Methods: Standardized tests (such as Peabody Picture Vocabulary Test) and locally constructed tests at start and near close of school year.

Teacher records; play-pattern checklists; medical and other records; group intelligence tests.

Assistance from San Diego State College and San Diego City Schools Testing Services Department.

Boulder, Colo.

Areas to be evaluated: Ability, capacity, creativity, Academic and social behavior, Feelings, attitudes, motives, Family background

Methods: District tests; Torrance Test of creativity; Metropolitan Achievement Tests, Teacher Ratings, Questionnaires.

Under direction of two doctoral candidates at University of Colorado. Consultation with Department of Psychology and Bureau of Educational Research.

Miami, Fla.

Areas to be evaluated: Objectives 1 to 5

Methods: Inventories and other tests, staff reports

Head Start records will be consulted so that performance can continue to be measured. Additional tests such as Caldwell Behavioral Test, and Early Mathematical Inventory, will be used.

Performance of non-Head Start children will be compared with that of Head Start Children.

Same as 1 and 2. Instrumentation and statistical treatment will be determined during planning phase.

LaFayette, Ga.

Areas to be evaluated: Academic status and progress

Social maturity and personality characteristics

Health

Attitudes of parents and all other adults working with the children.

Methods: SRA Primary Mental Abilities; Metropolitan Reading Readiness Test; California Achievement Battery; Peabody Picture Vocabulary Test.

Vineland Social Maturity Scale; California Test of Personality; records from teachers, aides, observers, and other professional personnel.

Examinations, laboratory tests, records, etc.

Teacher Attitude Inventory; Parent Attitude Rating Inventory; interviews, narrative reactions.

Data to be gathered and analyzed by Research and Development Center at University of Georgia; Family Relations Development Department in the School of Economics at University of Georgia; Data Processing Center at University of Georgia.

Honolulu, Hawaii

Areas to be evaluated: Development of language proficiency

Methods: Selected from, but not limited to, Peabody Picture Vocabulary Test, SRA Mental Abilities, Standord-Binet, Metropolitan Readiness, Houston Test for Language Development, Illinois Test of Psycholinguistic Abilities Verbal Encoding Subtest, Illinois Test of Psycholinguistic Abilities Auditory-vocal Association Subtest, Cognitive Maturity Test.

Assistance from faculty members and departments of University of Hawaii.

Des Moines, Ia.

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Metropolitan Readiness Test; Peabody Picture Vocabulary Test; Vineland Social Maturity Scale.

Questionnaires, opinionaires, observation, check lists, score cards, standardized tests, sociograms.

Analysis of variance techniques to determine the effects of socioeconomic level, and effects of participation in a Head Start program. A two-factor design will use the variables cited, and this will also permit a determination of the interaction effects of these two factors. A single control group will be the children who weren't eligible to participate in Head Start programs. Another, single-factor analysis of variance procedure will be utilized to determine the effects of Head Start participation using two control groups -- i.e., children eligible for Head Start who did not participate, and children not elibible to participate.

Assistance in development of devices: Dr. Richard Brooks, statistician and professor at Drake University.

Pikeville, Ky.

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Stanford-Binet, Peabody Picture Vocabulary Test, and/or Caldwell Behavioral Test as pre-and post-test measure of achievement. Gray's Oral Reading Test; Wechsler Test by referral of nurse, teacher, or director, Reading-readiness test at discretion of teacher or director; reports, parent interviews (rather than questionnaires).

Consultant services from Morehead State University, the University of Kentucky, Pikeville College, and State Department of Education.

Upper Marlboro, Md.

Areas to be evaluated: Ability to listen discriminatively
Speaking ability
Reading skills
Writing skills
Teacher's ability to give experiences of success, and improve child's self-confidence
Increase knowledge and understanding by teachers and children's aides of the physical, emotional, and educational needs of the children
Correction of physical deficiencies
Child's knowledge of care of body

Methods: Word Discrimination Test of the Metropolitan Achievement Tests, Primary I

Phonetic analysis check list

Alternate forms of Metropolitan Achievement Test Battery, including Word Recognition and Reading Comprehension

Manuscript analysis sheets. For style and content, see Prince George's County Language Arts Bulletin

Attitude scales (Sarason's) and Thurston type scale

Self reports prepared by teachers and aides

Reports and records

Check list

Cambridge, Mass.

Areas to be evaluated: Objectives as outlined in proposal

Methods: Achievement and aptitude test scores and school grades
Diagnostic testing in:
  Language: ITPA
  Concept formation: styles of categorization
  Dependency: Dependence-Independence Scales
  Self-Concept: Self-concept scale
  Anxiety: Children's Anxiety Test
Surveys, periodic testing on variables relating specifically to interventional program.

Design will cross the three dimensions of: Grade Level (Kindergarten and First Grade); History (Head Start x non-Head Start); Instructional orientation (programmatic x exploratory x eclectic).

Evaluating Agency: Boston University Head Start Evaluation and Research Center.

Fall River, Mass.

The proposal states that because of language barrier (Portuguese), standard evaluation tests are difficult to use, and their cultural validity is questionable because of the large number of recent immigrants.

Technical assistance from the Massachusetts Council of Public Schools, and the Educational Division of Barrington (R.I.) College.

Detroit, Mich.

Areas to be evaluated:
- Concept formation
- Reading-readiness
- Thinking
- Individual and group relationship
- Emotional security
- Learning interest
- Self-image
- Medical, dental, and dietary improvement
- Parental cooperation

Methods: Pre- and post-test scores on Peabody Picture Vocabulary Test; test scores of Detroit Reading Readiness Test; 50% sample to be given Wechsler Pre-school Test.

Pre- and post-test scores on the quantitative sections of the Brenner Gestalt Test, and final scores on the Detroit Reading Readiness Tests.

Teacher observations - Detroit Public Schools' Personal Play Experience Record.

Responses to Detroit Public Schools' Psychological Clinic Developmental Profile for individual children.

Pre- and post-test demonstration of Farah's "What Face Would You Wear."

Records of clinic and private doctors.

Duluth, Minn.

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Pre- and post-test instruments. Effects of the Follow Through Program will be evaluated by use of a control group of Head Start children not in the Follow Through project.

Subjective judgment by the teacher-leader, program director, and psychologist.

Tabulation of the number of different performance objectives developed for each child and their diversity compared to the objectives developed for other children will indicate the extent to which the individual needs have been identified.

Language skills development will be measured by an appropriate pre- and post-test, such as the Verbal Language Development Scale of the American Guidance Service.

Cognitive development will be measured by tabulation of objectives.

Health records.

Attitude measurement instruments will be used (if funds are obtained elsewhere) to investigate attitude changes among parents.

Assistance by an Associate Professor in Educational Psychology at the University of Minnesota, and by the Educational Research and Development Council of Northeast Minnesota.

Tupelo, Miss.

Areas to be evaluated: Reading ability
Academic and social aspirations
Medical, dental, psychological services
self-image increase

Methods: Photographs, tapes, diagnostic and achievement tests, staff and parental observations.

Conversation, check lists of likes and dislikes, social behavior chart.

records.

Student conversations, photographs, staff and parent observations.

No local research planned. Consultants: South Central Region Educational Laboratory at Little Rock; Doctoral candidates from the University of Mississippi; the University of Southern Mississippi and Mississippi State College for Women.

Kirksville, Mo.

Areas to be evaluated: Vocabulary and reading readiness
Social acceptability by children
Parent participation

Methods: Increase of social and cultural awarenesss to be observed by Kindergarten teacher, Follow Through Teacher observation, and indication by parents.

Peabody Picture Vocabulary Test, Metropolitan Reading Readiness Test, sociograms. Other testing devices deemed necessary by the Research and Evaluation Director.

Use of outside agencies or institutions of higher learning to be determined as program progresses.

Lebanon, N.H.

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Questionnaires, teacher check lists, records.
SRA Primary Mental Abilities Test
Peabody Picture Vocabulary Test
Biographical data, interviews
Otis Quick Scoring Mental Ability Test, Alpha
Metropolitan Reading Readiness Test
Parent Questionnaires

Assistance by: Dartmouth College; Mary Hitchcock Child Guidance Clinic; State Child Guidance Clinics.

New York, N.Y.

Areas to be evaluated: Perceptual skills
Cognitive skills
Language skills
Emotional and social development
Motor skills
Physical health
Parents, Home-school ties; communication, health-nutrition knowledge and skills
Community Involvement: resources; team approach

Methods: Auditory and visual ability tests
ITPA
Matrix Test
New York City Board of Education Inventory of Oral Communication
New York Child Development Scales and Observation Schedules
Interview method
Questionnaires, surveys, records.

Assistance by: Bank Street College Research Division; Center for Urban Education; New York City Bureau of Educational Research; universities in New York City.

Rochester, N.Y.

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Matching techniques with two control groups: (1) children involved in the preschool program but who have not received Follow Through activity; (2) children who have not had preschool program and who will not receive Follow Through program. All groups will be given pre- and post- Peabody Picture Vocabulary Test; analysis of co-variance will be made.

Metropolitan Readiness Test.

For Behavioral Characteristics: a child behavior rating scale developed by the City School District will be completed by the Kindergarten teachers.

Ancedotal records of progress. Progress will also be followed on a longitudinal basis as pupils enter first grade.

Reading test will be given as the first grade ends.

Degree of parental involvement will be evaluated by Division of Planning and Research; talks with parents; teacher reaction based on direct observation; Parent Advisory Council.

Technical assistance from the City School District.

Durham, N.C.

Areas to be evaluated: External
Internal

Methods: "External" -- Wechsler Pre-School & Primary Scale of Intelligence (WPPSI)
Pre-School Attainment Record (PAR)
Coping Analysis Schedule of Educational Settings (CASES)
Metropolitan Achievement Test (MAT)
Palo Alto Linguistic Reading Test (LRT)
Illinois Test of Psycholinguistic Abilities (ITPA)

"Internal" -- CASES
Spaulding Teacher Activity Rating Schedule (STARS)

Portland, Ore.

Areas to be evaluated: Speech and language examination
Motor Skills
Concept Development
Speaking

Methods: Behavior Inventory
Kindergarten individual development sequence
Stanford-Binet
Pre-School Cognitive Test (Pittsburgh Public Schools 1966 Form)

Consultive Groups: Portland Public Schools Area II Supervisor of Research; Portland District Testing Service, Head Start Program supervisors of Early Childhood Education; Department of Education, Washington, D.C.; Oregon State Office of Education; Portland State College.

Puerto Rico

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Scales, tests, and observation sheets will be devised.
Pre- and post-tests on achievement in mathematics and reading.
Questionnaires and other measuring instruments.

Data processing equipment and computer facilities available at the Department of Education. Consultants: University of Puerto Rico Schools of Medicine and Dentistry; University of Puerto Rico; Center for Applied Linguistics in Washington, D.C.' School of Education, University of Puerto Rico.

Mission, S.D.

Areas to be evaluated: Reading readiness
Intellectual ability
Achievement
Adjustment
Attitude
Emotional Stability
Perception
Medical and Dental

Methods: Standardized tests will not accurately evaluate and reflect the socio-economic and cultural aspects of the Indian Reservation child. Therefore, some test materials will be devised.

Assistance from: University of South Dakota; ICAP; Western Education Planning Center; State Department of Public Instruction.

Chattanooga, Tenn.

Areas to be evaluated: Health program
Self-expression, self-discipline; values and attitudes
Familes contribution to community
academic achievement

Methods: Teacher-social worker-aide team reports and records
Chattanooga Public Schools' "School Social Workers' Observational Schedule" and "School Social Workers' Report of Interviews with Parents"
Metropolitan Readiness Test
pre- and post-tests

Consultants: Dr. W.W. Wyatt of the University of Tennessee; Dr. John Ray of the University's Data Processing Laboratory; Dr. Wayne Myers of the Appalachian Educational Laboratory.

Corpus Christi, Texas

Areas to be evaluated: Bilingual or English as a second language
Absence vs. presence of ancillary services
Effectiveness of bilingual curriculum with and without ancillary services
Effectiveness of bilingual vs. English as a second language when both are with and without ancillary services
Effectiveness of working with parents with and without ancillary services
Effectiveness of each experimental group with each of the regular classroom groups.

Methods: Culture fair situational and paper-and pencil tests
Adaptation of Ojemman's materials for recording of verbal responses
Videotapes of communication skills
Standard instruments
Locally developed instruments, reports, questionnaires, rating scales, sociometric devices.

Research facilities of Texas Education Agency; personnel from Hogg Foundation for Mental Health and from the University of Texas.

Salt Lake City, Utah

Areas to be evaluated: Excitement and rewards of learning
Self-image
Physical and emotional needs
Attitudes toward school

Methods: Pintner General Ability Test
Metropolitan Reading Readiness Analysis
Caldwell Pre-School Inventory
Salt Lake City Language Analysis Test
Denver Head Start Developmental Screening Test and Behavior Rating Scale
The Behavior Inventory
O.E.O.
Medical, dental, and other records; questionnaires
Rokeach's Dogmatism Scale Form F
Parental Behavior Inventory
Parakh's Modified Scale

Assistance: University of Utah Computer Center; University of Utah Computer Center; University of Utah Department of Psychology; College of Education, Brigham Young University.

Brattleboro, Vt.

Areas to be evaluated: Health
Intelligence
Attitudes
Motivation

Methods: Biodynamics, Inc.
Absenteeism
Medical Records; questionnaires
Frostig, Binet, Wide Range Achievement, Illinois Test of Psycholinguistics; CAT

Assistance from Child Guidance Service in Brattleboro; Goddard students.

Morgantown, W.Va.

Areas to be evaluated: Values
Fluency in Language, thinking and cognition
Muscular coordination, sensory discrimination
Intellectual development

Methods: Check-list for clues to self-concept development
Vineland Social Maturity Scale
California Test of Mental Maturity
California Achievement Tests
Perceptual Survey Rating Scale (Kephardt)
California Test of Mental Maturity

Evaluation by: The College of Human Resources and Education of West Virginia University.

Racine, Wis.

Areas to be evaluated: Objectives as outlined in proposal.

Methods: Pre- and post-tests and assessments of the children, parents, and teachers.

Technical assistance from the Unified District's Committee on Research and Development; Research and Development Center, Madison; the University of Wisconsin in Milwaukee.

Evaluation Instruments include the following:

"Standardized Tests" (pre- and post-)
Peabody Picture Vocabulary Test
Torrance Test of Creativity
Metropolitan Achievement Tests
Metropolitan Readiness Tests
Stanford-Binet
Houston Test for Language Development
SRA Mental Abilities Test
Illinois Test of Psycholinguistic Abilities Verbal Encoding Subtest
Illinois Test of Psycholinguistic Abilities Auditory-Vocal Association Subtest
Cognitive Maturity Test
Wechsler Pre-school Test
Brenner Gestalt Test (Quantitative section)
Matrix Test
Pintner General Ability Test
Caldwell Pre-school Inventory
Head Start Developmental Screening Test and Behavior Rating Scale
The Behavior Inventory, O.E.O.
Otis Quick Scoring Mental Ability Test, Version Alpha (1st Grade)
California Achievement Battery
Goodenough-Harris Draw-A-Man Test
Clark Motor Development Test (based on Frostig, Piaget, Oseretsky and others)
Gray's Reading Test
Levine Elzy Scale of Social Competence
Caldwell Behavioral Test
Coping Analysis Schedule of Educational Settings
Palo Alto Linguistic Reading Test
Spaulding Teacher Activity Rating Schedule
Vineland Social Maturity Scale
California Test of Social Maturity
Rokeach's Dogmatism Scale
Parental Behavior Inventory
Parakh's Modified Scale
Ojemman's
Pre-school Attainment Record

Comments

Certain guidelines were established for the writing of the proposals submitted by the various School Districts. As a result most of the proposals have "common" objectives. There is a strikingly similar vein running through them, even though they may be couched in difference terminology.

It is suggested that for future projects, proposals should be carefully evaluated, individually and as a group, to ascertain whether:

1. the basics of Follow Through are contained in the objectives;
2. the procedures will be effective in reaching these objectives;
3. the instructional staff is capable of executing the procedures;
4. the school has the facilities to enable a competent staff to fulfill its duties.

The physical aspect of the school and the classrooms is an extremely vital item, as are the facilities actually provided for the children. It would be judicious to survey these features before the proposal is accepted, and again when the classes are in progress.

There may be a wide discrepancy between the proposal and the procedures actually followed. When objectives and procedures are both presented in language that is general, rather than specific, there can be no basis for judging if they have been carried out.

APPENDIX O

PROJECT J--SITE VISIT REPORT

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In order to preserve the anonymity of Project J all administrative and ancillary personnel are designated by title only; teachers, principals, and locale by letter; and students and parents by pseudonyms. While the visit by the Pittsburgh evaluation team included picture-taking of schools, homes, and case study children, these pictures have been deleted from this report, since they are clearly indicative of the locale of Project J.

a. Schedule of Events

Day 1

8:00	Breakfast Orientation Meeting with Project Director and Parent Coordinator
9:30-12:00	Classroom observation and Teacher Interviews 1. School A 2. School B (Video-taping)
1:00-2:30	Visit to Settlement House A
2:30	Meeting with Local Project Evaluators
3:30	Meeting with School Superintendent and Assistant Superintendent
4:15	Meeting with Principals of Four Schools
5:00	Meeting with Federal Coordinator

Day 2

9:00-11:00	Classroom Observation and Teacher Interviews 1. School C 2. School D (Video-taping)
11:00-12:00	Visit to Settlement House B
1:00	Interviews with Two Follow Through mothers Interview with a Follow Through father
3:00	Interviews with Ancillary Service Personnel Welfare and Community Social worker Medical Staff-doctor and nurse
4:15	Picture-taking of schools, homes, case study children

b. Minutes of Interview with Two Follow Through Mothers

Interviewer: Dr. Thomas Stephens
Co-director, National Evaluation of Follow Through

Interviewees:

	Mother	Child	
1.	Mrs. Smith (did not complete High School, white, low socio-economic class)	John Smith (repeating First grade)	
2.	Mrs. Jones (B.S. in education, Negro, lower-middle socio-economic class)	James Jones -- Jasper Jones -- (First grade)	Twins

MINUTES OF THE INTERVIEW

Dr. Stephens

Ladies, I believe during our last interview we discussed the following:

What you felt was good about Follow Through.
What you thought needed to be changed about community agencies that you are involved in.

Today, you have other things on your mind so I think we just ought to talk about whatever is on your mind concerning Follow Through. Do you have any additional thoughts since the last time we talked?

Mrs. Jones

The thing that really amaxes me is that they are just as eager now as when it started. They are eager to read. They want to read all the time; they are ready to start all over again; they want to read at home as well as at school. They are just as eager as ever.

Dr. Stephens

Mrs. Jones is your older, third grade youngster just as enthusiastic about school?

Mrs. Jones

The third grader is not as enthusiastic.

Dr. Stephens

The twins, though, are?

Mrs. Jones

Mrs. A. was saying that Carl was not as excited as the twins are. They are just bubbling with energy.

Dr. Stephens

Mrs. Jones, I understand that they have different areas in the room available so that they can play or work with puzzles, etc. I imagine this is what keeps their interest?

I believe that not one of your children were in Head Start. But wasn't John in first grade last year?

Mrs. Smith

John was not ready for first grade last year but he sure is ready this year. He brought Book IV home and went through it very rapidly. John is doing very well. Mrs. A said that she is quite amazed at how well John is doing. I am very much amazed at how the Follow Through program keeps their interest. John doesn't want school to be out. This is quite a different situation from last year.

Dr. Stephens

What are the things you feel are different about Follow Through that make the three boys more interested?

Mrs. Smith

There is a variety of things to do. The reading group is off in a corner while the other children are kept busy. They have so much stuff to work with, they keep interested all the time. Its just not sitting in the same seat all day long. They can get up and move around. They are ready to jump in and do work because they were busy prior to this. John is flying with numbers and this amazes me. In fact, there isn't any of my kids that could even begin to do numbers like he is doing this year. It just seems to come natural to him this year. He hates it because school is going to be out. John asked if he couldn't go to Head Start. This makes me feel good that he wants to go to school.

Dr. Stephens

Mrs. Jones, what makes this program different from typical first grade?

Mrs. Jones

I've had other youngsters in first grade.

Mrs. Smith

Other first grades never had new furniture before or equipment. John says: "If we want to sit down in the middle of the floor we can." Other schools were lucky to even have enough equipment and supplies to go around. I think they have lots of materials to work with. They feel like doing something because of the beautiful surroundings.

Dr. Stephens

One different feature is the breakfast program. That is unique to Follow Through. How has it worked in your opinion?

Mrs. Jones

It has worked out fine. They seem to enjoy eating with other children. And they are eating very well-balanced meals. The aide brings the food and then makes them eat everything and explains why it is necessary for them to eat, parents couldn't convince children to eat everything.

If they have a good breakfast, they are eager to learn. You couldn't accomplish very much unless you have good health. That is vital. Breakfast is the most important meal.

Mrs. Smith

Vitamins for the children. This is real good because children don't get too many nourishing things. John didn't understand why he should take a pill. Now he understands what it is really for. This is the only time I know of a school giving vitamins.

I also like the nurse. In case one of the first graders should become ill or gets hurt, such as the accident that happened this morning, the nurse was there immediately.

Dr. Stephens

Did the accident happen before school?

Ladies' Reply

Yes, the child was on his way to school and the nurse was at the hospital as soon as possible.

Mrs. Smith

This is good because a teacher couldn't do as much as a nurse could. I feel safe that if John got hurt somebody would be right there with him. I was never able to feel this way, have assurance about the children before.

Dr. Stephens

Do you know if the teacher is using parent volunteers in the breakfast program?

Mrs. Jones

Any parent is free to come in at any time.

Dr. Stephens

Could I come in at breakfast time? Would I be welcome?

Mrs. Jones

Yes, that's right you would be welcome. If you want to work with a certain group or whatever you feel you would like to do, you may. A lot of the parents have done more in attending the Follow Through Program than any of the others because I don't really think they were allowed to go. I am on the Advisory Committee in Follow Through and at the first meeting this was brought up. Mrs. A went to visit each parent to explain what the program was about and so did the parent co-ordinator. A lot of the parents thought it was just like Head Start, an experimental program. Parents thought it would be a lot of play. The parents don't really know what is going on. But since parents are allowed to go and see the program they can really understand what the program is about because Mrs. A and also the project director said in the beginning that you should come with any suggestions that you might have and they would be taken into consideration.

Dr. Stephens

You said that many of the parents had the idea that the Follow Through Program would consist more of play activity. Was this what the parents were hoping for? Do they prefer a more academic program or a program that is based more on play?

Mrs. Jones

They really like the program. One parent took her child out of Follow Through and put him in the regular first grade. Of course, the first month children should be allowed to adjust and that is what this program does. It develops group activities along with independence. Parents can see how it helped the child as a whole. All of the parents are pleased that it will continue through in second grade.

Dr. Stephens

Mrs. Jones, are most of the parents as enthusiastic about Follow Through or do you think that you two are exceptions?

Mrs. Jones

They seem to be. Parents like the physical education program. They tested each child to see about his balance and also it showed if the child had any handicaps and how it would affect the child's learning. They also looked into speech difficulties. The program has so many good aspects.

The mother that moved her child out of the Follow Through Program is really sorry now because she can really see how the children have progressed. It was slow starting but the child can now move rapidly at his own pace. I also like the physical examinations and the dental examinations. Each child has been examined medically.

Dr. Stephens

What would be done if a child had to have dental work? What would they do?

Mrs. Smith

They would do it free of charge. John had a medical, dental, and an eye examination. They found out John's eyes were good. This could have run into a great deal of money. And this was all done free of charge.

Mrs. Jones

The school nurse notifies the parents of any appointments and she also follows up on all examinations -- all children are checked. I went with the children and they had about eight doctors that day. The nurse comes down to the school on Wednesdays and checks all the teeth and they were given tooth brushes.

Dr. Stephens

Mrs. Jones, you mentioned that one of the recommendations you would like to see is a good parent orientation program. What are some of the other things you and other parents would like to see added?

Mrs. Smith

So many nice things have happened the first year because when they set this program up they covered such a wide variety of things. It would be a good idea for a lunch program because some children need a well-balanced lunch as well as a breakfast. They have a marvelous breakfast. Even if John was eating at home, he wouldn't be willing to eat all of his breakfast. John enjoys his breakfast pretty good at home.

Dr. Stephens

If they had a lunch program in Follow Through, would you want it to be set up like the breakfast?

Mrs. Smith

Yes, I feel it works much better when they eat in their own room. They learn to be neater because they eat their breakfasts without spilling anything and making a big mess and I hear they do it beautifully.

Dr. Stephens

You don't think they would have learned this in the lunch room?

Mrs. Smith

I think they learned it more quickly in their own room. I think they're doing a beautiful job and I have been up there at breakfast time several times and I have really enjoyed working with the children up there. It gives you a chance to see what your child is doing and what progress your child is making.

Mrs. Jones

They have parent conferences right before the report cards come out with the teacher. This helps. She explains exactly what the child needs help in. Mrs. A told me that the twin that is quiet is the one that looks out for the other one. This I didn't know because at home they usually aren't like that; I just didn't know he looked out for his brother like that.

Dr. Stephens

Do you ladies have any children that will be ready for first grade next year?

Ladies' Reply

No.

Dr. Stephens

I assume that there isn't going to be any kind of summer school activities.

Mrs. Jones

They have an art program. The school has this but it is usually down at Summer Center E. My little boy that is in the third grade went last year. They have different forms of art and also they have the Head Start down there. All the children aren't accepted. They can only take so many.

Mrs. Smith

Last summer mine were turned down and I think this is to give the other children a chance because you can only take so many. They also have playground. That goes on half an afternoon. They appreciate it if you would go and help out; I usually always do. They do art up there. My kids went last year.

Dr. Stephens

What would your reactions be to a mini-Follow Through Program in the summer?

Mrs. Smith

I would love that. I think this would be marvelous.

Dr. Stephens

What advantages would you see?

Mrs. Smith

In the summer time they forget what they learned in the winter; they need some kind of activity in the summer. They get tired of playing with their brothers and sisters all day. This would give them something to really look forward to.

Dr. Stephens

It wouldn't interfer with their playground either?

Both Ladies Answers

Oh, no.

Mrs. Jones

I would love this.

Dr. Stephens

You ladies told me something about Settlement House F - the community agency. Tell me more about it. What kind of activities go on there?

Mrs. Smith

They have tutoring there for children in the evening a couple nights a week, roller skating, a sewing group; they have a kindergarten which is on a basis of Head Start this year. I just don't think there is an activity going that they don't participate in. In fact, they have buses of their own that they use to transport the children to and from the Settlement House. They would bring the children down to make crafts or art. They have an extended library and they have go many books and the children can take the books and keep them out a certain length of time. I like the sewing club. We have 32 members. They bought three new sewing machines and usually we have materials donated from people from time to time and other equipment. I have made my little girl many a dress and John clothes through the summer that I couldn't have had otherwise. It is very good not only to learn how to sew but also while the mother are sewing, the children are being watched and all of us have a snack -- if they just want to come and socialize from 9:00 to 11:30, fine. I have four children and they are all in dental clinic at the University. The people at the club will take us to the dental clinic. If there is a mother that needs a child to go to the Health Department or to get some shots she will take them. This has been a big help because some mothers couldn't get transportation. Of course, now that we've moved we don't go to Settlement House F because we have a Settlement House G which is so much closer. But now that I am out there my children go to tutoring at Settlement House G. Really, parents should have our children at Settlement House G because it is much closer and they have a good many activities but I think Settlement House F is the largest one in the county.

The mothers in the winter have activities so we think we should give our summer activities up for our children. We take the children swimming and take a snack. I would prefer watching the smaller children swim, anyway.

Dr. Stephens

I understand that swimming is a good way to keep healthy.

Mrs. Smith

Yes.

Dr. Stephens

Assume that we will have a second year of Follow Through next year; I would like for you to recommend what would be in Follow Through next year; not what you think I would like to hear but what you would like.

Mrs. Smith

I would like to see the same teacher in next year's program.

Mrs. Jones

I asked the parent co-ordinator last week. The teachers have their choice as to what they would like to teacher and Mrs. A decided that she would like to teach in first grade. First grade teachers have to do so much more. They have to have that motherly love and there are very few that have this and who really have patience.

Dr. Stephens

Mrs. A is very understanding.

Mrs. Jones

I would like to see the health program and breakfast program continue like it is next year -- the nurse coming and checking the child's physical condition -- and the physical education program. The program each year will develop a little more. By the time the child has reached the third grade he should be able to cope with everything and you should be able to see what your child is capable of. I think it would be a good idea to continue about the same as we have this year.

Mrs. Smith

I like the music program. I couldn't believe John's playing the flute as well as he did. The music teacher has really worked wonders. I think the reading program is doing very wonderful now and reading is something I would like to see worked on next year because reading is very important in the first years because in later life it is very difficult -- he really can put those sentences together and can read sentences without hesitating. He can figure out his own words and go on and read. My other children are very poor readers; last year John was too.

Dr. Stephens

You mentioned home and school visitors. Have you had many contacts with the parent co-ordinator in your home? How frequently does she visit you?

Mrs. Smith

Maybe five or six times and she would have been there more times but of course there are other children in the program too. I like her and so does my husband. She explains things and you can talk to her freely and she is really concerned and will really work with you, I find. I think she is really wonderful.

Dr. Stephens

Mrs. Jones, has Mr. Jones had a chance to meet the parent co-ordinator?

Mrs. Jones

No, because he never gets home before five. Last week they had a dinner for the Follow Through parents. My husband couldn't go because he had a meeting with the Chamber of Commerce but I went anyway and there were some husbands there. They decided to film the Follow Through Program and different situations. They picked School C for the perfect school because it is a perfect setup. It is a brand new school. They showed the film and there was a narrator that explained the film and what was going on and afterwards there was a discussion. The dinner was very nice and there were more parents than I thought would come; there were quite a few there. I think for next year that if they have more orientation programs the parents will become more interested in what the child was doing. Even if it was just one night a week it would be a help.

Mrs. Smith

I would like to see other schools get in this program, also. I think a child is really missing something when they don't have Follow Through and I hope in time to come that they will have this in more schools.

Dr. Stephens

Many of the parents that I come in contact with point out to me that they have various management problems with their youngsters at home. Since it would be a very typical problem such as bedtime, eating, staying in the yard, and things like this, do parents you know have the same problems with their youngsters?

Mrs. Smith

I would say John was a very ornery, active child when he started to school. The older children were allowed to do so many more things. When he first started to school, he couldn't get along with the children. I told Mrs. A that, "If you have any suggestions I will be more than glad to work with you." We both worked together on this problem and have accomplished a great deal with John. I find that some parents have these problems.

Dr. Stephens

I wonder if it might be worthwhile to provide, for those parents who wish it, consultation in the home for their preschool youngsters as well as their school age youngsters in working with parents on how they could manage their youngsters better.

Mrs. Smith

I think this would be good.

Mrs. Jones

I think the majority would like it.

Mrs. Smith

I would be glad for somebody to come in my home and I am always more than glad to take suggestions on my children.

Dr. Stephens

I really appreciated your coming in today. Thank you.

II. PROCEDURES: PROPOSED VS. ACTUAL

1. Objectives

Proposed	Actual
To change behavior by dealing with values that are self-defeating to the concept held by culturally and economically deprived children.	Self-concept is probably best being enhanced through the unstructured classes and individual instruction. Teaching styles and materials are designed to carry out this objective.
	On the debit side an obvious and everyday distinction destructive to self-concept is made between "economically deprived" and non-economically deprived children. Those who cannot pay for their own lunch, have to sign up for a free lunch, while those who can, bring their money each day to the teacher. This is a discriminatory practice, and one often commented on by the children. The staff in this project is distressed with this procedure.
	Children are encouraged and given the opportunity to model their behavior on other non-deprived children.
To develop a rational value system through non-verbal experiences that are realistic and meaningful in the target area.	This objective does not appear to have been met with the exception of the one school where more affluent children functioned as models.
	Proposed field trips, to orientate children to other environments were not a part of the program.
To develop a non-verbally orientated program whose primary emphasis is on the child's self-concept and which enhances intellectual development.	Non-verbal, according to this project staff is to be interpreted as the teacher "listening" to the child. From observation it is doubtful that this is taking place in all classrooms.

Proposed	Actual
To develop a program which will provide stimuli for the development of fluency in language, symbolic thinking and cognitive understanding in the target area.	This is being done through the use of individual instruction. The children are learning to verbalize through "sharing" experiences. The actual effectiveness of the non-verbal approach is dubious. Verbalization is encouraged through individual instruction, sharing experiences, group interactions, and during meal times. The Sullivan reading method is being used. This has been fairly well accepted by teachers and principals although some feel that supplementary reading material is needed. In School A the slow readers are using basal materials.
To develop a program which will provide for development of muscular coordination and sensory discrimination which is, in most cases, totally lacking among the target area.	The Physical Education program is using material adapted from Kephart. The Physical Education teacher (male) is excellent with this age group. The teachers expressed a need for playground equipment and possibilities for indoor exercise during the winter. Only School A has a gym for play in the winter. All playgrounds are very inadequate.

b. Facilities

Proposed	Actual
Administrators	County Superintendent
County Assistant Superintendent of Instruction	Federal Coordinator for Follow Through
Full Time Director	Project Director, Assistant Superintendent
Curriculum Programmer	County Curriculum Coordinator
Half Time Nurse, R.M.	Nurse--She spends twenty hours per week with Follow Through, visiting the schools once a week, giving medical exams and Follow-up services.
Training--The local university is planning pre-service and in-service training.	An eight day pre-service training program was given. The Follow Through staff conducted three sessions of in-service training.
Classroom Facilities Four classrooms in four separate schools will have listening devices, toys, balancing equipment, crayons, scissors, paints, books, magazines, and field trips.	The rooms are carpeted and equipped with tape recorders, crayons, games, puzzles, books, and music. There have been no field trips. Outdoor play yards are not adequate. Indoor play areas do not exist except for School A.
Teachers Four teachers--certified--with two years experience	Four teachers: 1) 1½ years experience, M.Ed. 2) 4 years experience, 1 year high school. 3) 3 years experience, elementary education. 4) 13 years experience.
Volunteers--Four teacher aides	Four teacher aides--full-time, mothers of Follow Through or Head Start children.
Psychologist	There is no referral service. The psychologist does not meet with the children. He has met with all the teachers twice.
Speech Therapist	The speech therapist is from the county and has done very little for Follow Through. Summer classes are plassed in speech therapy at the local university.
Physical Education Instructor	The Physical Education instructor is a male, and spends one day a week in each school. This instructor is a valuable model and teacher for this group.

Proposed	Actual
Music Specialist	The music teacher meets with each class twice a week. The primary emphasis is on the use of recorders. The teacher's experience has not been with this age group. She had some troubles adapting and will not be with them next year. An art teacher, not mentioned in the porposal, comes twice a week to each class. She appears to be doing a good job.

c. Instruction

Proposed	Actual
Every effort will be made for the children to have individual instruction rather than lecture type of classes. The children will receive the opportunity to mix with children of more affluent backgrounds and will be given help in overcoming their fear of adults by the use of aides and other professional personnel.	Children are receiving some individual instruction; however, the teachers felt that the slow groups should have even more individual instruction. The teachers report that the children have gained in self-concept and individuality which they attribute to the unstructured process.
The course content will involve reading, writing, arithmetic, physical education, music instruction, art (utilizing paints, crayons, scissors, paper and pencils), vocabulary, (use of verbal activities) and participation in field trips. The children will also have the benefit of specialist teachers: Music, speech and Physical Education.	The Sullivan reading method is being used; however, the personnel expressed a need for supplementary reading materials. Tape recorders are being used in language development. The children were observed reading, coloring, drawing, listening to stories, playing with games, puzzles, chinning on a bar, and in music and art activities. The consultant-observed that the arrangement of materials evidenced the teacher's awareness of the need for this age child with centers of interest clearly set up and available for small group and individual use. The music lesson observed was a rather formal lesson using recorders. The only attempt at a socio-economic mix is in School C where urban, high and middle class income pupils are integrated with the rural poor. (These are taxied in from their rural areas.) Without expensive bussing, this mix would be most difficult in the other schools. The racial (Negro only) mix for the project and project area is: County . . . . .2% Negro City . . . . .2% Negro Follow Through . . . . . .12% Negro A_1 . . . . .14% Negro A_2 . . . . .9% Negro

d. Comparison of Follow Through and regular classrooms

Proposed

The regular classrooms are more structured than the Follow Through. The Follow Through children are to receive ancillary services which the regular classrooms will not as well as specialists in music and speech. The classes are to stress individual instruction.

Actual

Class size is kept under twenty-five except in one group. The classrooms have been freshly painted, carpeted, in these new desks and chairs provided. New equipment has been carefully selected. The rooms are organized and arranged so that a child can be self-directing. An aquarium is provided in each room.

Instruction is more individualized. Aides assist teachers, and are available to them.

The children have received medical, dental and nutritional services.

Follow Through children have music, art, physical education specialists, which regular classes do not.

One indication of the success of the Follow Through classrooms, ancillary services, medical facilities and added nutritional services may be the attendance for the year.

	Sept.	Jan.	April	Overall
FT	97.8	89.9	95.9	94.56
Control	97.9	85.7	93.0	92.6

These figures do not show large differences. However the difference is qualitatively important as many of the Follow Through children are from a group which normally would not attend.

e. Ancillary Services

1. Medical-Dental

Proposed	Actual
The children are to receive diagnostic and follow-up treatment from the County Health Department. They will also receive preventive dental care and eye examinations.	The county medical director stated that the children have been seen by a physician and have received medical and dental exams and follow-up services. He feels that the school system needs full-time physicians, about six nurses and fewer clerical workers.
The County Health Department has volunteered nurses for school visitations for preventive and curative services.	The school nurse is supposed to give 20 hours to Follow Through and 20 hours to Head Start. She visits the schools once a week and gives medical exams and follow-up services. This schedule of 20 hours a week is inadequate.
	The children are all given toothbrushes and tooth paste, as well as dental exams and follow-up at the town clinic. Vitamins are given daily in schools.
A psychologist is to help diagnose and treat mental disorders. The County Medical and Dental organizations have agreed to continue their work. Also the School of Medicine will be available.	There is no referral service. The psychologist does not meet with the children. He has met with all the teachers twice.
Instruction programs for parents and children will be a regular part of the program.	Instructional programs (medical-dental) for parents and children are not a regular part of the program.

2. Nutrition

Proposed	Actual
The children are to receive a balanced breakfast and hot lunch. A part-time dietician will be employed to plan and administer the program. Periodic dinners will be planned for children and parents to provide instruction necessary for a balanced diet, and to allow the parents to see the type of educational situations their children are in.	It is felt that all children should receive a free lunch. As it is, those that can pay 30¢ for lunch must sign up at the principal's office. Originally the School C children had to go to the high school for breakfast, but now they get breakfast in their classrooms, as do other Follow Through classes. The atmosphere for meals appeared relaxed and pleasant, encouraging good manners. The parent-coordinator, who is a trained home economist, plans the breakfast menus. In schools where no adequate lunchrooms existed ingenious solutions, combining kitchen and lunchrooms have been found. The rooms, though not aesthetically appealing, are clean. Parents are welcome at breakfast and lunchtime in the schools. Periodic parent dinners are held, followed by programs discussing Follow Through program in operation. No instruction in nutrition was given on these occasions.

SAMPLE MENUS

BREAKFAST AND AFTERNOON SNACK MENUS FOR FOLLOW THROUGH ROOMS

March 4-8, 1968

MONDAY

Orange juice
Hot wheat cereal and raisins
1/2 butter/honey sandwich
1/2 pint milk
Snack: 1/2 large or 1 small apple

TUESDAY

Grape juice
Hard boiled egg
Sweet roll
Milk
Snack: Peanut butter nibs

WEDNESDAY

Orange juice
High protein dry cereal
(Wheaties, Special K, etc.)
1/2 jelly sandwich
1/2 pint milk
Snack: Oatmeal cookie

THURSDAY

Tomato juice
1 1/2 slices French toast & syrup
1/2 pint milk
Snack: Honey candy (from comodity recipe)

FRIDAY

Orange juice
1 peanut butter sandwich
on whole wheat bread (2 slices)
1/2 pint milk
Snack: 1/2 cinnamon bread sandwich

March 11-15, 1968

MONDAY

Grape juice
1 scrambled egg
1 slice cinnamon toast
1/2 pint milk
Snack: Tangerine

TUESDAY

Orange juice
Broiled cheese (open-faced) sandwich
1/2 pint milk
Snack: Peanut butter cookie

WEDNESDAY

Orange juice
Hot rolled oats cereal
1/2 honey/butter sandwich
1/2 pint milk
Snack: 3 graham crackers

THURSDAY

Orange juice
1 large or 2 small sweet rolls
Cheese cubes
1/2 pint milk
Snack: 1/2 apple

FRIDAY

Grape juice
High protein dry cereal
1/2 raisin bread sandwich
1/2 pint milk
Snack: Crackers & peanut butter

SAMPLE LUNCH

March 24, 1968
Macaroni and Cheese
Mixed Vegetables
Celery
Hot Rolls and Butter
Fruit Cocktail
Milk

March 25, 1968
Chili Con Carne
Crackers
Cabbage Salad
Corn Bread and Butter
Pineapple Slices
Milk

March 26, 1968
Roast Turkey
Dressing Gravy
Green Beans
Rolls and Butter
Peaches
Milk

March 27, 1968
Meat Loaf
B. Potatoes
Carrots and Raisins
Hot Rolls and Butter
Vanilla Pudding
Milk

March 28, 1968
Vegetable Soup
Crackers
Cheese Wedges
Rice
Muffins and Butter
Peanut Butter Cookies
Milk

April 22, 1968
Spaghetti with Meat Sauce
Slaw
Carrots
Hot Rolls and Butter
Applesauce
Milk

April 23, 1968
Chicken
Sweet Potatoes
Green Beans
Biscuits and Butter
Jello
Milk

April a24, 1968
Beef Stew
Lettuce Salad
Cottage Cheese
Hot Rolls and Butter
Peaches
Milk

April 25, 1968
Hot Dogs with Chili
Baked Beans
Celery Sticks
Raisins
Cinnamon Cake
Milk

April 26, 1968
Fish Sticks
Buttered Potatoes
Creamed Peas
Corn Bread and Butter
Pineapple Slices
Milk

3. Social Services

Proposed	Actual
A social worker is to be employed to assist parents to make adjustments in their daily lives, and to help guide parents toward more education to help them obtain better employment. Local community services will also be employed in conjunction with social services offered.	The parent-coordinator maintains a close relationship with the directors of the three settlement houses and with welfare social workers. She is a well organized highly effective person who is eliciting maximum cooperation from the available social service agencies. Classes are organized to help the parents cope with their immediate problems of food, clothing and shelter. Gardening and sewing classes were observed; both were conducted in a manner practical and accessible to this group. More programs for Follow Through parents to be conducted by settlement house personnel will be provided for next year. These include a "traveling" homemaker (on a five-hour a day, fives days a week basis) who will go into the homes and work with the mothers. There is no social worker on the staff this year. One has been engaged for next year. The parent coordinator has been fulfilling this function in addition to her other duties. She continually visits the parents in their homes, helping with their problems and following through with solutions. The settlement houses (three) are very active centers with dedicated personnel. Follow Through and Head Start parents benefit from classes, social events, and individual homemaking help. The children directly benefit from facilities for swimming and arts and crafts. The settlement houses are a vital and well established factor in the lives of the "deprived" of the community. The Follow Through staff has shown resourcefulness and ingenuity in employing their facilities and talents rather than duplicating them.

SETTLEMENT HOUSE

Schedule of Activities, Spring of 1968

SUNDAY:	9:30-10:30 A.M.	Morning Worship
	10:30	Sunday School for all ages
	4:00-6:00 P.M.	Sunday Evening Youth Fellowship
SECOND SUNDAY:	3:00 P.M.	Sub-District M.Y.F. Council Meeting
MONDAY:	9:00-11:30 A.M.	Kindergarten
	12:15 P.M.	Staff Meeting and Basic Literacies class for men
	2:15-4:30	Dancing Lessons
	3:00-4:30	Pool-Junior High Boys
	3:00-4:30	Crafts - Elementary Children
	3:00-4:30	Tutoring
	6:00	Bowling Teams
	6:30-8:30	Boy Scouts
	7:15-8:30	Tutoring
TUESDAY:	9:00-11:30 A.M.	Kindergarten
	3:00-4:30 P.M.	Pool- Sr. High Boys, Elementary Girls
	3:00-4:30	Cub Scouts, Den I
	3:00-4:30	Cub Scouts, Webelos
	3:00-4:40	Cadette Girl Scouts
	3:00-4:30	Woodworking Shop
	6:00-7:00	Basketball (boys 10-13) Held at School
	7:00-9:00	Basketball (boys 13 and up) Held at School
FIRST TUESDAY:	1:00 P.M.	Settlement House Board Meeting
Second and Fourth Tuesdays:	1:00 P.M.	Well Child Clinic
Third Tuesday:	11:00 A.M.	Senior Citizens
WEDNESDAY:	9:00-11:30 A.M.	Kindergarten
	10:00-12:00	Sewing (mothers)
	1:00-3:00 P.M.	Ceramics - Senior Citizens - Annex
	3:00-4:30	Brownie Girl Scouts
	3:00-4:30	Junior Girl Scouts
	3:00-4:30	Piano Lessons
	3:00-4:30	Pool-Elementary, Junior and Senior High Boys
	6:15-7:00	Adult Choir Rehearsal
	7:00-8:30	OPEN HOUSE - (Second Wednesday is Movie Night)
	7:00-8:30	Stitch and Chatter Club
SECOND WEDNESDAY		MOVIE NIGHT

THURSDAY:	9:00-11:30 A.M.	Kindergarten
	3:00-4:30 P.M.	Children's Choir
	3:00-4:30	Boy's gym
	3:00-4:30	4-H Club
	3:00-4:30	Tutoring
	7:15-8:30	Tutoring
FIRST THURSDAY:	7:30	Woman's Society of Christian Service
FOURTH THURSDAY:	12:00	Social Agencies Representatives Meeting
FRIDAY:	9:00-11:30 A.M.	Kindergarten
	3:00-4:30 P.M.	Open House
	3:00-4:30	Piano Lessons
	7:00-10:00	Ceramics Class

PLEASE NOTE: The library is open Monday, Wednesday, and Friday afternoons for your use. You may check out books or return books at these times.

NEIGHBORHOOD HOUSE SAMPLE SCHEDULE OF ACTIVITIES March, 1968

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1. 8:30 Head Start 9:30 Staff meet 1:00 Kindergarten 7:30 World Day of Prayer	2. 10:00 Boy's Workshop 12:00 Boy's Workshop 7:00 to 11:00 Teen Dance
3. 9:30 Workshop 10:30 Church School 7:00 Youth Fellowship	4. 8:30 Head Start 1:00 Kindergarten	5. 8:30 Head Start 9:00 Mother's Sewing Class 1:00 Kindergarten 8:00 Slimnastics	6. 8:30 Head Start 1:00 Kindergarten 4:00 Junior Girls 6:30 Women's Craft Antiquing Furniture	7. 8:30 Head Start 9:30 Women's Association at 1st Church 1:00 Kindergarten 4:00 Primary Girls 8:00 Slimnastics	8. 8:30 Head Start 1:00 Kindergarten 6:00 Buffet Supper	9. 9:45 to 3:30 Conference 10:00 Boy's Workshop 12:00 Boy's Workshop
10. 9:30 Workshop 10:30 Church School 7:00 Youth Fellowship	11. 8:30 Head Start 1:00 Kindergarten 7:00 Tutoring	12. 8:30 Head Start 9:00 Mother's Sewing Class 1:00 Kindergarten 4:30 Choir 3:30 to 9:30 Piano Lessons 8:00 Slimnastics	13. 8:30 Head Start 1:00 Kindergarten 4:00 Junior Girls 7:00 Homemakers	14. 8:30 Head Start 1:00 Kindergarten 4:00 Primary Girls 4:15 Tutoring 8:00 Slimnastics	15. 8:30 Head Start 10:00 Senior Citizens 1:00 Kindergarten 7:30 Rec. Comm.	16. 10:00 Boy's Workshop 12:00 Boy's Workshop 3:00 to 5:00 Birthday Party 7:00 to 11:00 Teen Dance
17. 9:30 Workshop 10:30 Church School 7:00 Youth Fellowship	18. 8:30 Head Start 1:00 Kindergarten 7:00 Tutoring	19. 8:30 Head Start 9:00 Mother's Sew. 1:00 Kindergarten 1:00 Well-Child Clinic 4:30 Choir 3:30 to 9:30 Piano 8:00 Slimnastics	20. 8:30 Head Start 1:00 Kindergarten 4:00 Junior Girls 6:30 Women's Crafts	21. 8:30 Head Start 9:30 Women's Cir. 1:00 Kindergarten 4:00 Primary Girls 4:15 Tutoring 8:00 Slimnastics	22. 8:30 Head Start 1:00 Kindergarten	23. 10:00 Boy's Workshop 12:00 Boy's Workshop 3:00 to 5:00 Birthday Party 7:00 to 11:00 Teen Dance
24. 9:30 Workshop 10:30 Church School 7:00 Youth Fellowship 31. 1:30 Wk. 10:30 Chur. School 7:00 Youth Fellowship	25. 8:30 Head Start 1:00 Kindergarten 7:00 Tutoring	26. 8:30 Head Start 9:00 Mother's Sewing 1:00 Kindergarten 4:30 Choir 3:30 to 9:30 Piano Lessons	27. 8:30 Head Start 1:00 Kindergarten 4:00 Junior Girls 7:30 Women's Crafts and Cookery	28. 8:30 Head Start 1:00 Women's Circle 4:00 Primary Girls 4:15 Tutoring 7:30 Canyon Circle	29. 8:30 Head Start 1:00 Kindergarten	30. 10:00 Boy's Workshop 12:00 Boy's Workshop

4. Parental Involvement

Proposed

Fifty percent of the Advisory Council will be made up of parents.

Parents will be urged to participate as volunteer aides to the classroom. This would involve physical education, field trips, classroom exercixes, etc.

It is also hoped that parents will involve themselves in special events and adult education classes. Adult education classes will be held in which parents can improve their education--reading, writing, and arithmetic--so that they may find better employment.

Counseling services will be available from the social worker.

Actual

Parent participation in the council (according to the parent coordinator) tends to consist of agreeing with what is suggested rather than in initiation of ideas. Parents from the School A expressed difficulty getting to the meeting due to lack of baby sitters and transportation. These services are now being provided.

Overall, this project has been successful in involving parents as volunteer aides. Mothers are frequent observers and helpers in the classroom. Parents helped during testing. Mrs. A (teacher) feels that parental involvement has been overemphasized-too many parent volunteers. Principal A says parents are welcome as visitors but objects to them as volunteer aides. He and Principal B would prefer parent participation to be by invitation.

The Follow Through teacher in School C does not get the parent visitors she would like. However, fifteen of the twenty parents came in for the conferences which were tried as a substitute for report cards.

It is particularly difficult to motivate the men. The women are slightly more gregarious. The adult education classes when attempted in the school failed. (Parents tend to consider the school as a punitive authority, perhaps stemming from problems of truancy and removal of children from the parents by the state in neglect cases.) Parents do, however, come to "classes" in the settlement houses as long as the subject offered is of immediate concern, i.e., gardening, sewing, furniture repair, etc. Literacy classes as such have not been successful to date.

Proposed	Actual
	An OEO and community center have been set up to help parents become more self-sufficient. No parent rooms are provided in the schools. Parent relations with the parent coordinator are very good. She has been helpful to teachers and parents. Her home visits cover meal sign-ups and truancy, as well as problems specific to a given family.

f. Local Research

Proposed	Actual
The College of Human Resources and Education of the local university will do the research and evaluation. Pre-tests, CTMM, Vineland Maturity Scale, Perceptual Survey Racing Scale will be used. The Checklist for Cues of Self-Concept Development will be used throughout the school year. Post-tests--CTMM, CAT, Perceptual Survey Rating Scale and the Vineland Social Maturity Scale--will be used. There will be four experimental groups of twenty-five students each. In the experimental group there will be twelve or thirteen with Head Start experience and twelve or thirteen from more affluent areas without Head Start. Evaluations will be utilized in improving the program as well as making comparisons for research findings and in determining significant differences between the experimental and control groups.	The research team at the local university has decided to use all the tests and the control group design as set up by the National Evaluation. They have developed a self-concept list which each teacher filled out once a month for each child. No other testing or analysis have been done. The local research team prevented feedback from the National Evaluation to the project director and teachers by holding the raw scores and profiles from the pre-test. Therefore, this information was unavailable for utilization in improving the program. The project evidenced dissatisfaction with the local research team.

g. Relationship of Follow Through to the School and Community

Proposed	Actual
The Follow Through program will try to involve the parents of the children in school activities in hopes that barriers can be lifted between authority figures and parents.	The parents are still reluctant to go to the schools for their own instruction but will go to the Settlement Houses for classes and instruction. To help with this, Follow Through has designated funds to hire services from the Settlement Houses for Follow Througn parents. Sewing and gardening classes were seen operating effectively. Groups of parent dinners for Follow Through have been surprisingly successful.
Various community civic organizations, school and welfare organizations will be involved as resource people and in giving aide to the Follow Through families.	An OEO and Community Center have been set up for the parents to help them become more self-sufficient. The public clinic and public welfare council have both been most impressed with the organization and effectiveness of Follow Through. These three groups work closely together. Community involvement in the schools has been on the volunteer and observer level in classrooms.

III. CASE STUDIES

Two children were randomly selected by the National Evaluation Staff: Jane Doe and John Smith.

The Follow Through evaluation staff requrested interviews with the parents of children who were considered by the project staff as upper class, middle class, and lower class.

John Smith was selected by the project staff as lower, the Jones' twins as middle, and Andrew Baker as upper class.

Case studies appear for Jane Doe, John Smith and Andrew Baker and the Jones' twins. Mrs. Smith, Mrs. Jones and Professor Baker agreed to meet with the staff; Mrs. Doe was "unavailable." The interview with Mrs. Smith and Mrs. Jones is on video-tape; the dialogue is reported in section I. The interview with Professor Baker is reported with Andrew's case study.

James and Jasper Jones

Description

James and Jasper Jones are both in the first grade Follow Through program in the Project J and have not had Head Start experience (A_2). They are light skinned attractive Negroes, identical twins, rather tall and lean for their age. Their teachers reports that they are always well groomed. They speak English appropriately for their age.

Family

The boys have one older brother. The father is a chemist with the Bureau of Mines and is known to have at least a Bachelor's Degree. He is very active in the city council and has done much work for open housing in the city. The mother is thought to have a Bachelor's Degree also, and at one time was a primary first grade school teacher in the city. She is now a housewife. She has been asked to go back into teaching, but has declined. Her exact reasons are unknown. However, the social worker hypothesizes that they do not need the added income and that Mrs. Jones feels rather insecure about going back into teaching. Mrs. Jones is a very light skinned Negro, heavy, and rather unkempt. We are told that Mr. Jones is a dark skinned Negro, always well-dressed and neat. The annual household income for the family is reported to be over $8,000.

Dwelling

They live in a mixed lower and middle class area of the city. There are many well-kept homes surrounded by deteriorating and dilapidated apartments and houses. The Jones' home is far above the norm for that area, being new and quite modern. It is a large one-story home with well-kept front and back lawns. The social worker said that Mr. Jones finished the inside of the house himself. It is attractive, well-kept and clean. The family own the house and have lived in it for at least four years. As far as can be determined, the family has lived in this city area all of their lives.

Attitudes toward Follow Through

Mrs. Jones, because of her teaching experience, is familiar with the schools and enjoys "helping out." She is a frequent visitor to the classroom. She stated that her twins in the Follow Through program are getting a better education than her older boy. She had been helping the older boy with his reading, but it is not doing so with the twins, feeling it is unnecessary. The children had not been reading well at the beginning of the year, possibly because there was a problem with the reading curriculum method, which has since been straightened out. They are doing very well now. The social worker states that Mrs. Jones is very happy with the program.

Recommendations

On the basis of the boys' adjustment and pre-test scores, it would appear that the structure of the Follow Through program is appropriate and valuable for these children.

John Smith

Description

John is in the Follow Through program and has not had Head Start experience (A_2). He is repeating first grade. He is Caucasian and speaks English appropriately for his age. John is tall and lean with a thinness that suggests an inadequate diet. His teacher reports that he is always very clean, although poorly dressed.

Family

John lives with his mother and father, an older sister and two older brothers. The children are all in school. The father had some high school. He is presently employed as a truck driver in a job which often takes him away from home for six days at a time. He has a criminal record for theft. His medical record shows a previous history of heart trouble and long stays in the city hospital.

The mother is a housewife. From all available information, she has never been employed except for part-time housework. It is suspected that she did not complete high school. The annual house hold income is between $3,000 and $4,000.

Dwelling

The Smiths live in a lower and lower-middle class section on the outskirts of the city. The entrance to the apartment is from a back alley and a fire escape stairway is the only entry. There is a broken window in the apartment, which remained broken throughout the winter. The family occupies six rooms. It is suspected that there is a problem with vermin and roaches. The social worker reports that the quality of the housekeeping is poor. The apartment building has an adequate lawn around it for the children to play, although it is not well-kept. From the Pittsburgh Team's observations and those of the social worker there is one outstanding characteristic in this family: a deep feeling of affection for each other and family pride. The social worker reports that this is due to Mrs. Smith's efforts in fostering a good family atmosphere in the home. Mrs. Smith is a very energetic, outgoing person, although very untidy. She has been cooperative with the school and Follow Through personnel. The social worker reports that Mrs. Smith has encouraged two of her boys to have paper routes. When the Pittsburgh team visited after school, John and his sister Mary were sweeping the front steps with a broken broom and were moving the lawn with a hand mower. In summing up the Smith family situation, the social worker stated: "I have some reservation about Mrs. Smith, but any mother that can raise the kind of sons she has with the finances and culture they have, must be a remarkable woman."

Parental Attitudes toward Follow Through

Mrs. Smith found the Follow Through teacher, Mrs. A. friendly and pleasant to parents, although exhibiting a no-nonsense approach if a parent were more than an occasional observer. The parent was expected to perform a useful function in the classroom. Mrs. Smith felt that this was good.

Mrs. Smith was extremely pleased with the dental services. John had cavities which had been identified by an examination and filled by the University Clinic as a function of its affiliation with Follow Through.

Mrs. Smith stated that John no longer wanted to eat breakfast at home. He left early for school to be sure to be on time to have breakfast with his friends. Mrs. Smith felt that while her children had table manners, in her words, "some others ain't got no manners" and eating together in school provided a means for these others to learn manners by example and instruction.

When asked about parent activities Mrs. Smith indicated that she enjoys going to the settlement house to a sewing club. The impression was that Mrs. Smith would welcome other social activities with opportunities to talk to adults.

Recommendations

The observation forms and tests indicate that John is somewhat withdrawn in the school setting. It would be desirable to attempt to elicit appropriate behavior by prompting, followed by immediate reward for the correct response. His low language ability indicates that an intensive language "experience" approach is needed. The teacher thinks that John has "sticky fingers" -- like father like son. It would be desirable for the teacher to have in-service training toward understanding this child.

Jane Doe

Description

Jane is in Follow Through and had a previous summer Head Start experience (A_1). She is in the first grade. She is Caucasian and speaks English poorly. Jane is a hyperactive, slovenly-looking child. Her hair is always uncombed, and she is dressed in dirty dresses, buttons missing. Often the dress is a size or two too large for her. She never appears dressed for the weather, particularly in winter.

Family

Jane lives with her father and her step mother. Her father had four children and her step mother had three children. Since their marriage they have had one more. Jane has two older brothers, two older sisters, and three younger brothers. The highest level of education in the household is 8 years of school. The annual income is reported to be under $3,000. The father is a janitor and the mother is a housewife. The most crucial component in Jane's family life is the combination of Dean and Doe families. Evidently Mrs. Dean (Doe), Jane's step mother, highly favors her own three children and does not take adequate care of the four Doe children. The mother and the father are reported to often fight over the differential treatment. Mrs. Dean (Doe) is a harsh disciplinarian, slapping and hitting liberally and publicly. Jane often reports to her teacher that her mother had taken the Dean children visiting, and had "left us Doe's alone." Another example of this differential treatment occurred one particularly cold winter day. When the school bus stopped for Jane, the driver found that she had been crying in the cold until her lashes were frozen shut. She had been sent to school but her brother, John Dean, had been kept at home because it was too cold for him to go out. (John and Jane are the same age.)

Dwelling

The home in which Janes lives is located on a high hill in a very rural area above a coal mine. The house in which she lives is virtually free, as the parents have complete rent subsidy. It is a one-story, five room dwelling, old and dilapidated, high on a hill, approached by a treacherous steep path. The one-trail-wide road to their house leads through the garbage dump. The ruts in the road often fill with ice and a car cannot make it through. It is a long walk from the almost inaccesible house to the highway. Public transportation into the area is poor. There are no play areas in the neighborhood for the children, nor does the yard around the house offer such facilities. There are neighbors, although not close by, but the Does' relationship to the neighbors is almost nonexistent.

The social worker reports that there is no housekeeping in the Does' home. Things are unclean, broken and inadequate.

Parental Attitudes toward Follow Through

Jane's step mother and father have never appeared at the school nor do they make any effort to see that the children make the long walk to the highway to get the bus. The Follow Through staff have made sincere efforts to help this family and to visit them. Mrs. Doe was invited to a parent dinner which was scheduled at the school and a baby sitter was arranged for the family. However, she did not appear. Although it is obvious that Mrs. Doe had heard about Follow Through through the school social worker, she had indicated no interest in the program or the children.

Recommendations

Jane's test results indicate that she tends to perseverate, suggesting that she needs structure to know when a task begins and ends. She needs specific directions and positive social reinforcement. Jane's language difficulties give support to the belief that language is suppressed due to lack of verbal stimulation at home. She needs a rich language pre-print experience program. Group discussion, pictures, and field trips, something to talk about, would be advantageous for her. The audeo-tapes and records presently being used are appropriate.

Results of the tests also indicate that she is somewhat emotionally restricted, despite her hyperactivity. She is overly anxious for peer acceptance and adult interest and affection. These anxieties are expressed in attention seeking behavior and hyperactivity. The mother, as stated before, hits Jane frequently and publicly and gives her hostile treatment different from that given to other children in the family. The psychologist is using aversive conditioning to overcome Jane's attention seeking. This type of conditioning seems highly inappropriate in view of the mistreatment Jane receives at home.

Andrew Baker

Description

Andy is in the first grade Follow Through program and has not had Head Start experience (A_2). He is suitablely dressed and clean. Andy's teacher reports that he is a model for his peers. When the class invites an adult guest for lunch, Andy is the one most often elected to be "host." The children treat him as their leader and the key person in all their activities. Andy uses good manners in all situations. The teacher and social worker report that the children show sustained effort to imitate him.

Family

Andy lives with his father, mother and three older siblings; the oldest is sixteen. His father is a professor of criminal law at the local university; his mother is a full-time housewife. The family income falls in the Follow Through highest bracket, i.e., over $6,000.

Dwelling

The Bakers own their own home in an economically mixed neighborhood. On one side of the area are University faculty homes, on the other is Blank Street, a Negro District.

Parential Attitudes toward Follow Through

Professor Baker is a strong supporter of the Follow Through Program. He is active in the community, attempting to help the Negro and white poor. He organized the first racially mixed sub scout den, and is currently setting up a system of free legal aid for the poor.

The Bakers can to the Project J area from another section of the country where they had found enormous pressures on the children to conform to a socio-economic group's mores. Professor Baker was very unhappy that his older children had absorbed this value. He felt that the Follow Through program, which is a blending of the deprived children with those more advantaged, a healthy influence for Andy. Professor and Mrs. Baker are pleased that Andy's social group outside of school is as heterogeneous as his class, and feel that Follow Through has benefited Andy by giving him experience with many types of children and instilling in him a regard for individual worth.

Recommendations

The observation forms show Andy to be an adjusted, healthy child. His CAT score in October showed a grade placement of 1.6 with equal achievement in language and non-language. Andy is good for Follow Through and it seems to be good for him.

APPENDIX P

ENVIRONMENTAL QUESTIONNAIRE POPULATION TABULATION

Budget Bureau No. 51S-68007
Approval Expires August 31, 1968

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH AND FIELD SERVICES
NATIONAL EVALUATION OF PROJECT FOLLOW THROUGH

ENVIRONMENTAL QUESTIONNAIRE

Child's Name____________________________________City________________________

I. Child

1. Is this child in Follow Through?

998 (0) Yes
719 (1) No

2. Has this child had Head Start Experience?

1991 (0) Yes
1418 (1) No

3. If yes, was the program:

2531 (0) Full year(8 mos. or more)
341 (1) Part year (3 mos. to 8 mos.)
443 (2) Summer (less than 3 mos.)
93 (3) Other (Specify)__________

4. What name best describes the minority or majority group to which the child belongs:

133 (0) American Indian
1476 (1) Caucasian
16 (2) Chinese
13 (3) Cuban-American
45 (4) Hawaiian
39 (5) Japanese
267 (6) Mexican-American
15 (7) Mexican-Indian
1040 (8) Negro
2 (9) Oriental
94 (10) Puerto Rican (on Island)
77 (11) Puerto Rican (on Mainland)
61 (12) Portuguese
56 (13) Spanish-American
78 (14) Other (Specify)__________

5. The language first learned by the child was:

22 (0) Chinese
2834 (1) English
46 (2) Lakota
50 (3) Portuguese
364 (4) Spanish
19 (5) Other (Specify)__________

6. The language most frequently spoken by the child is:

28 (0) Chinese
3017 (1) English
23 (2) Lakota
46 (3) Portuguese
289 (4) Spanish
3 (5) Other (Specify)__________

7. Indicate the child's language ability in English by circling the appropriate response.

231	457	1532	1190
0	1	2	3
speaks no English at all	poor	average	good (speaks well for his age)

8. Indicate the child's ability in his language other than English by circling the appropriate response. (Respondent if not fluent in child's language, other than English, should utilize the opinion of an individual having expertise in the language and knowing the child.)

2773	123	347	166
0	1	2	3
speaks no language other than English	poor	average	good (speaks well for his age)

hild's Name______________________ City______________

I. Family (The census defines a "family" as those related by blood, marriage, or adoption. A second definition, for purposes of this survey, is an "extended family" if several groups live and eat together and pool common resources.)

1. The child's family which you are describing below is:

1676 (0) a family (census definition)
134 (1) an extended family (definition noted above)

2. Write in the total number of people in the family you are describing:

173	(0)	594	(6)	31	(12)
33	(1)	403	(7)	18	(13)
52	(2)	312	(8)	25	(14)
223	(3)	162	(9)	3	(15)
525	(4)	122	(10)	5	(16)
682	(5)	71	(11)	2	(17)

3. Is the child living with: (Choose only one)

2376 (0) Father
152 (1) Stepfather
31 (2) Foster Father
39 (3) Male guardian
621 (4) No adult male
99 (5) Other adult male
(Specify)__________
91 (6) Don't know

4. What kind of work does the father or other adult male usually do? If the exact occupation is not listed, mark the option which seems to be the closest.

250 (0) Farm or ranch owner or manager
28 (1) Farm worker on one or more than one farm
786 (2) Laborer or domestic worker - Such as filling station attendant, domestic worker, baby sitter, longshoreman, custodian, laundry worker, assembly line worker, etc.
1848 (3) Semi-Skilled worker - Such as machine operator, bus or cab driver, meat cutter, cook, etc.
74 (4) Clerical and sales workers - Such as bookkeeper, store clerk, office clerk, secretary, typist, messenger, etc.
80 (5) Service worker - Such as beautician, waiter, mail carrier, nurse's aide, etc.
26 (6) Protective worker - Such as police officer, fireman, watchman, etc.
436 (7) Skilled worker - Such as a baker, seamstress, electrician, enlisted man in the Armed Forces, mechanic, plumber, tailor, practical nurse, etc.
37 (8) Sales Agents and Representatives - Such as real estate or insurance salesman, factory representative, etc.
37 (9) Technical - Such as draftsman, surveyor, medical or dental technician, etc.
112 (10) Manager or Foreman - Such as sales manager, store manager, office manager, factory supervisor, foreman in a factory or mine, union official, etc.
16 (11) Official - Such as manufacturer, officer in a large company, banker, government official or inspector, etc.
152 (12) Professional - Such as accountant, teacher, nurse, doctor, engineer, librarian, social worker, registered nurse, artist, etc.
747 (13) No present occupation - Such as housewife or parent unable to work or occupation unknown.

. Does the pupil's father work?

447 (0) No
300 (1) Yes, part-time, seasonal, or day work
2036 (2) Yes, full-time and steady
621 (3) Don't know

. What is the highest level of education of father or other adult male?

648 (0) Less than 8 yrs.
337 (1) Completed 8 yrs.
509 (2) 1-3 yrs. high school
547 (3) High school graduate
30 (4) Attended trade or specialized school
23 (5) Completed trade or specialized school
104 (6) Some college
107 (7) College graduate
29 (8) Other (Specify)____________
1080 (9) Don't know

7. Is the child living with: (Choose only one)

3213 (0) Mother
27 (1) Stepmother
32 (2) Foster Mother
24 (3) Female guardian
10 (4) No adult female
67 (5) Other adult female (Specify)____________
19
____ (6) Don't know

8. Does the pupil's mother work?

2189 (0) No
400 (1) Yes, part-time, seasonal, or day work
731 (2) Yes, full-time and steady
84 (3) Don't know

. What kind of work does the mother or other adult female usually do? If the exact occupation is not listed, mark the option which seems to be the closest.

153 (0) Farm or ranch owner or manager
14 (1) Farm worker on one or more than one farm
397 (2) Laborer or domestic worker - Such as filling station attendant, domestic worker, baby sitter, longshoreman, custodian, laundry worker, assembly line worker, etc.
141 (3) Semi-Skilled worker - Such as machine operator, bus or cab driver, meat cutter, cook, etc.
182 (4) Clerical and sales workers - Such as bookkeeper, store clerk, office clerk, secretary, typist, messenger, etc.
245 (5) Service worker - Such as beautician, waiter, mail carrier, nurse's aide, etc.
3 (6) Protective worker - Such as police officer, fireman, watchman, etc.
59 (7) Skilled worker - Such as a baker, seamstress, electrician, enlisted man in the Armed Forces, mechanic, plumber, tailor, practical nurse, etc.
5 (8) Sales Agents and Representatives - Such as real estate or insurance salesman, factory representative, etc.
13 (9) Technical - Such as draftsman, surveyor, medical or dental technician, etc.
7 (10) Manager or Foreman - Such as sales manager, store manager, office manager, factory supervisor, foreman in a factory or mine, union official, etc.
4 (11) Official - Such as manufacturer, officer in a large company, banker, government official or inspector, etc.
74 (12) Professional - Such as accountant, teacher, nurse, doctor, engineer, librarian, social worker, registered nurse, artist, etc.
2108 (13) No present occupation - Such as housewife or parent unable to work or occupation unknown.

10. What is the highest level of education of mother or other adult female?

577 (0) Less than 8 yrs.
345 (1) Completed 8 yrs.
689 (2) 1-3 yrs. high school
738 (3) High school graduate
32 (4) Attended trade or specialized school
52 (5) Completed trade or specialized school
92 (6) Some college
80 (7) College graduate
16 (8) Other (Specify)____________
789 (9) Don't know

11. Annual family income from all sources is:

756 (0) Under $3,000
622 (1) $3,000 - $3,999
510 (2) $4,000 - $4,999
350 (3) $5,000 - $5,999
328 (4) $6,000 - $6,999
143 (5) $7,000 - $7,999
114 (6) Over $8,000
575 (7) Don't know

12. How many children are in the family age six and below?

491 (0) None
1264 (1) 1 to 3
268 (2) 4 to 7
9 (3) 8 or above
115 (4) Don't know

13. How many children are in the family between ages seven and sixteen?

783 (0) None
1761 (1) 1 to 3
690 (2) 4 to 7
40 (3) 8 or above
131 (4) Don't know

14. How many "children" are in the family between ages seventeen and twenty-one?

2791 (0) None
430 (1) 1 to 3
26 (2) 4 to 7
5 (3) 8 or above
158 (4) Don't know

15. Is there a school "drop-out" under age 18 living in the family?

460 (0) Yes
2938 (1) No

16. How many children in the family are not at the proper grade level for age?

2335 (0) None
241 (1) 1
220 (2) 2 - 4
35 (3) 5 or above
518 (4) Don't know

17. Write in number of times the child has moved within the last three years.

2482 (0)
540 (1)
240 (2)
96 (3)
30 (4)
10 (5)
8 (6)
0 (7-8-9-10-11)
1 (12)

18. Mobility of family:

313 (0) Lived in neighborhood less than 6 mos.
283 (1) Lived in neighborhood 6 mos. to one year
534 (2) 1 to 2 years
867 (3) 3 to 4 years
1170 (4) 5 years or more
242 (5) Information unavailable (Why)____________

19. Does child come from an agricultural migrant family?

220 (0) Yes
3177 (1) No

Child's Name____City____________________

III. Domicile

1. The family

636 (0) lives in public housing
1574 (1) rents private domicile
956 (2) owns domicile
244 (3) Don't know

2. Does the family receive a rent subsidy?

505 (0) Yes
2364 (1) No
568 (2) Don't know

3. The home in which the child is now living is:

2170 (0) A one family dwelling
700 (1) A multi-family house
358 (2) Apartment
28 (3) Non-permanent dwelling, i.e. tents, shacks
43 (4) Trailer
17 (5) A school sponsored dormitory
94 (6) Other (Specify)__________

4. What is the condition of this dwelling?

1522 (0) Well-kept, but old
954 (1) Dilapidated and old
734 (2) Well-kept and fairly new
125 (3) Poorly-kept, but fairly new
74 (4) Other (Specify)__________

5. How many rooms in this home are occupied by the family? (do not count bathrooms)

161 (0) 1
54 (1) 2
908 (2) 3 to 4
1434 (3) 5 to 6
197 (4) 7 to 8
25 (5) 9 to 10
6 (6) 11 or more
625 (7) Don't know

6. How many rooms are used only as sleeping rooms?

170 (0) None
156 (1) 1
949 (2) 2
1374 (3) 3 or 4
55 (4) 5 or more
704 (5) Don't know

7. Is there a problem with vermin (rats, roaches, etc.)?

813 (0) Yes
1547 (1) No
1044 (2) Unknown

*Answer question 7 according to your best knowledge or impression.

Child's Name____City____________________

IV. Neighborhood

1. The neighborhood in which the child lives is primarily:

2326 (0) Residential
44 (1) Commercial or industrial
654 (2) Both residential and commercial/industrial
364 (3) Rural, farm, or open country

2. What is the nature of the dwellings in the area where the child lives?

1424 (0) Well kept single family houses
648 (1) Well kept multi-family dwellings
786 (2) Run down single family houses
450 (3) Run down multi-family dwellings
102 (4) Don't know

3. In your opinion, play areas in the neighborhood for children are:

629 (0) Unavailable
1377 (1) Poor
1038 (2) Adequate
185 (3) Good

4. In your opinion, street lighting within the area is:

1322 (0) Poor
1456 (1) Adequate
631 (2) Good

5. If needed, police protection within the area is:

295 (0) Unavailable
821 (1) Poor
1557 (2) Adequate
735 (3) Good

6. For the needs of adult population public transportation is:

714 (0) Unavailable
636 (1) Poor
1273 (2) Adequate
784 (3) Good

*Answer questions 3,4,5, and 6 according to your best knowledge or impression.

* * *

ENVIRONMENTAL QUESTIONNAIRE ANSWER SHEET

Child's Name ________________________ City ______________

Person responsible for completing this form ________________________

Sex __________ Group __________ School __________

I. CHILD
(Column)

(11) 1. __________
(12) 2. __________
(13) 3. __________
(14-15) 4. __________
(16) 5. __________
(17) 6. __________
(18) 7. __________
(19) 8. __________

II. FAMILY
(Column)

(20) 1. __________
(21-22) 2. __________
(23) 3. __________
(24-25) 4. __________
(26) 5. __________
(27) 6. __________
(28) 7. __________
(29) 8. __________
(30-31) 9. __________
(32)10. __________
(33)11. __________
(34)12. __________
(35)13. __________
(36)14. __________
(37-38)15. __________
(39)16. __________
(40-41)17. __________
(42)18. __________
(43)19. __________

III. DOMICILE
(Column)

(44) 1. __________
(45) 2. __________
(46) 3. __________
(47) 4. __________
(48) 5. __________
(49) 6. __________
(50) 7. __________

IV. NEIGHBORHOOD
(Column)

(51) 1. __________
(52) 2. __________
(53) 3. __________
(54) 4. __________
(55) 5. __________
(56) 6. __________

NOTE: Please disregard "column" heading and numbers in parentheses. These are for keypunching purposes only. Remember. If you have responded "Other" to any question, write in the option number and your answer. PLEASE REFER BACK TO NUMBER SIX UNDER INSTRUCTIONS.

APPENDIX Q

MEMORANDA FROM STANFORD RESEARCH INSTITUTE REGARDING ANALYSES

STANFORD RESEARCH INSTITUTE

FACSIMILE

MEMORANDUM 1 Date: 5/14/69

TO: Marvin Kurfeerst

FROM: William G. Madow

SUBJECT: The Pittsburgh Study

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1. Introduction

The purpose of this memorandum is to begin the summarization of the information contained in the Follow Through Evaluation Study, 1967-68. The memorandum does not discuss whether the differences found are important from an educational point of view but only deals with the nature, and possible source of the differences.

The 1967-68 evaluation was conducted in 29 projects which were identified and discussed in the report entitled INTERIM REPORT OF THE NATIONAL EVALUATION PROJECT FOLLOW THROUGH issued at the University of Pittsburgh, March 1968. A list of the names of these projects, together with an indication of whether they were kindergarten or first grade projects and the number of classes is given as Table 1, which also identifies projects that had no classes of children not in Follow Through (NFT).

The various tests given in the evaluation also are described in the report mentioned above. The current memoranda do not attempt to describe either the content of the instructional program of Follow Through in 1967-68 nor the method of administration of the tests, except to mention that the tests were administered by the teachers.

The 29 projects constituted essentially 29 individual experiments in Follow Through. As will be seen in Memorandum 2, the differences in average scores among the 29 projects were quite large. Nonetheless, in this first memorandum we have summarized the data in the tables according to whether the project was a kindergarten or a first grade project except that Tables 71 to 79 are by region.

In Section 2 is presented in Table 2 an illustration of the type of information available for all four test totals (STAR, CTMM, PAR, Bristol) for kindergarten and all five test totals (STAR, CTMM, CAT, PAR, Bristol) for first grade. In Section 3 approximately the same data are presented for children classified according to initial score for selected groupings.

In Section 4 similar information appears according to a regional classification.

2. Summary Table

Tables such as Table 2 below can be provided for all four kindergarten totals (STAR, CTMM, PAR, Bristol) and five first grade totals (STAR, CTMM, CAT, PAR, Bristol). They present the average scores for Follow Through and non-Follow Through children for 33 demographic and socio-economic classifications of the population. Average scores are given for all children who took the pretest, all children who took the post test, and the average change in score is given for all children who took both the pretest and the post test. Also for the latter category, the number of children taking both tests is provided for each classification. The eight additional tables for the other tests are not included because the conclusions following from them are similar to those that follow from STAR. Finally, in the right hand column appears FT if the mean gain of the FT children is greater than the mean gain of the NFT children, and NFT appears if the contrary is true.

It is worth noting that for the non-Follow Through (NFT) group the numbers of children become small for many of the categories. For example, for Latin American children (which includes Mexican American, Puerto Rican, and other children with a Spanish surname) the number of children in kindergarten for those not in Follow Through is 56 and many other numbers are smaller.

The most obvious conclusion is that the gains of the Negro children exceeded the gains of the Caucasion (other than Latin American) children on the average, and that the gains for Negro children were greater in Follow Through classes than in non-Follow Through classes, whereas the gains for Caucasion children were less in Follow Through than non-Follow Through. The gains for the Latin American children were relatively close to those of the Negro children. For those whose ethnic group category was unknown the gains were quite low, even though larger for non-Follow Through than for

Follow Through. Despite the gains, the post scores for Negro and Latin American children were not as high as the post scores for Caucasion children. Thus the phenomenon of catching up but not quite reaching the same level appears to be present in the STAR test for the Negro and Latin American children.

Generally speaking, the remaining classifications are fairly consistent with the tendency for the groups that would be considered more disadvantaged to gain more, and to gain more in Follow Through than in non-Follow Through, but not to make up the difference between them and the more advantaged groups.

Let us consider the rows in which the average FT change score exceeds the average NFT change score and conversely, omitting rows in which the number of NFT children is, say, less than 30. The following conclusions seem indicated:

Excluding "unknowns", the FT children have larger change scores than the NFT children for almost all categories of demographic housing and neighborhood variables, except "Education of Adult Female in Household", and the "unknown" categories of several variables.

The "lowest" categories of the neighborhood variables, "Unavailable Play Area" or "Poor Area Street Lighting" or "Poor or Unavailable Area Police Protection" or "Unavailable or Poor Adult Transportation" are likely to include both highly advantaged and highly disadvantaged areas and thus it is not surprising to find the NFT change scores higher.

3. Comparisons by Size of Initial Score

Much of the variability in the changes in children's scores, and the variability due to the socio-economic characteristics of the children's families should be reflected in the child's score on the pretest, i.e., the pretest score is one aspect of the child's history. While tables that show the socio-economic characteristics of the families according to the prescores of the children are not specifically included, the tables that follow provide some information for this.

Tables 3-70 are arranged in six groups. First come Tables 3-14 the summaries of cognitive tests (STAR and CTMM) based on all kindergarten classified by whether or not in Follow Through. Then come similar tables (STAR, CTMM and CAT) for the first grades, Tables 15-32. Tables 33-36 present the noncognitive measures (PAR and Bristol) for which we are presenting only data classified according to Follow Through and non-Follow Through for the kindergarten, and Tables 37-40 present similar data for the first grade children. The fifth group, Tables 41-52, consists of the cognitive measures for children who were in Head Start and who are now in kindergarten, again classified as to whether or not in Follow Through; then similar measures for first grade children appear in Tables 53-70. In the groups of tables for cognitive tests data are presented not only for all children combined but also for children classified as Caucasion, other than Latin American, and Negro, but for the noncognitive tests, data are presented only for all children.

For each cognitive test, the data are presented in six tables, two tables for all children, two for Caucasion children, and two for Negro children. The first table of each pair is a frequency table and gives the number of children classified according to their total score for the test on the pretest and in the columns including data for children in FT and not in FT who took the pretest, who took the post test, who took both post test and pretest (the numbers who took the post test and both post test and pretest are always the same) and the number who took the pretest but not the post test. In addition to the frequencies, the percent distribution is given of the numbers in each of the above categories whose scores fell into stated subgroups of scores on the pretest. (The intervals of pretest scores were determined so that the first interval contained approximately 10 percent of all the children both in Follow Through and not in Follow Through who took the pretest, the next four intervals each contained approximately 20 percent, and the last interval also contained approximately 10 percent. The intervals differ from first grade to kindergarten because first grade children scored higher than kindergarten children on the pretest.)

The last row of the table presents data for children whose pretest record for the test was blank even though the children were eligible for the test at the time of the pretest. The data for those blank on the pretest are not included in the total row of the table. It will be noted that the proportion of them that were not in the post test is considerably higher than for the remainder of the group.

In the second table will be found the average score per child for each of the cells of the first table in the pair. In the column headed Pre will be found the average score per child on the pretest of children whose average scores fell in the indicated interval. Similarly, in the post test is given the average score for all children who took the post test. In the column headed Post - Pre will be found the average score for all children who took both post and pretest, and finally in the column headed Nonpost will be found the average scores on the pretest of children who did not take the post test. Subtraction of the Pre mean from the Post mean appears to produce values of Post minus Pre that are very close to the column headed Post - Pre even though the numbers of children in the Pre column are often considerably larger than the numbers of children who took both tests. For example, the proportion of Follow Through children who took the pretest but not the post test is somewhat over 10 percent, and the proportion of non-Follow Through children who took the pretest but not the post test is slightly less than 20 percent for kindergarten children. The corresponding proportions for first grade children are about 13 percent for Follow Through children, and 14 percent for non-Follow Through children. However, the proportion of blanks in the first grade children who took the pre but not the post test is about 25 percent for the Follow Through children and 40 percent for the non-Follow Through children. Because of these large differences it seemed appropriate to keep the children with "blank" separate from the other children.

Similar pairs of tables are presented for the noncognitive tests for all children. (Tables such as these are available for all the socio-economic categories listed in Table 2 for each of the tests but have not been included because of the volume of such tables, and also because the conclusions seem fairly clear from the smaller analysis.)

The first general conclusion is that on the prescores the children in first grade have higher scores than do the children in kindergarten, and although some of the difference is made up, the children in first grade also have higher post scores than the children in kindergarten. This conclusion holds not only for all children but also separately for the

Caucasion children and for the Negro children.

A second general conclusion is that the Negro children generally score lower than the Caucasion children but that the prescores for Negro children in first grade are greater than the prescores for Caucasion children in kindergarten and that the post scores for Negroes in first grade are also greater than the post scores for Caucasion children in kindergarten as well as being greater than the prescores for Caucasion children in first grade.

As is well known, it is difficult to insure that those not in Follow Through really come from the same socio-economic categories as do the children in Follow Through. But there is one classification that can be used to reduce the heterogeneity of the non-Follow Through group, namely, the limitation to children who have had Head Start. Unfortunately the reduction in bias is accompanied by an increase in variance due to the smaller sample size. When children who have had Head Start and are in Follow Through are compared with children who have had Head Start but are not in Follow Through then the apparent gain in score due to Follow Through increases as compared with all children, except for CTMM, kindergarten when there is an increase in score in going from all NFT to NFTHS whereas in general there is an increase in going from FT to FTHS and a decrease in going from NFT to NFTHS. It may also be noted that whereas the number of children in FTHS is roughly two thirds the number of children in FT, the number of children in NFTHS is slightly less than half the number of children in NFT. These percentages are roughly speaking true, both for first grade and kindergarten although there are some differences.

It is not unexpected to find that the Negro children are more concentrated in the lower score intervals of the pretest than are the Caucasion children.

On the whole the average gains for each interval, however, are very similar for the Negro and the Caucasion children. The results suggest that children with a given initial score who are in Follow Through will gain much the same whether they are Caucasion or Negro, and that children who are not in Follow Through and have the same initial score will gain much the same whether they are Caucasion or Negro. Furthermore, the average amounts gained by children in Follow Through and not in Follow Through appear to differ; the Follow Through children appear to gain somewhat more in the low initial score classes than the non-Follow Through children whereas the non-Follow Through children appear to gain more in the higher intervals of initial scores than do the Follow Through group. Whether this is an artifact of this particular sample, the methods of instruction, and tests used cannot now be stated but in general this has appeared to be true in the different sets of tests. (It may not be too surprising that the Caucasion and Negro children should have mean gains for a given initial score that are more similar within Follow Through and within non-Follow Through than are the gains for the same ethnic group in non-Follow Through as compared to Follow Through. All children in a class were either FT or NFT; consequently to the extent that the classes contain children of both ethnic groups, the large class effect probably dominates and causes the similarity.)

For first grade children much the same results hold for all Follow Through and all non-Follow Through as mentioned above but, perhaps because of size of sample, the difference between Follow Through and non-Follow Through within ethnic group is far less than the difference between ethnic groups, not only on an average basis for the entire groups but also by initial score.

In the CAT test, the Caucasion children not only gained more as the size of initial score increased, but also gained more than the Negro children. This raises the question of whether the apparent greater gains of the Negro children in STAR and CTMM may be viewed as being due to the use of tests that top out and consequently there must be a greater gain shown by those who had lower initial scores.

In comparing the results on different tests it is worth pointing out that on the test, namely CAT, which was very far from topping out on the prescore, the gains were not only greater than on the other tests but also increased as the score on the initial test increased. Furthermore, the apparent benefit of Follow Through was much greater for CAT as compared with non-Follow Through than on the other tests.

4. Regional Analysis

The 29 projects were classified into four regions, using regions defined for the Coleman report*, except that since there was only one project, Project 25 Corpus Christi, in the Southwest, that project was included in Region 3, the South, and the West was called Region 4 instead of Region 5.

It will be noted that there were no first grade projects in the Western region. Similarly, in the Southern region, the only kindergarten project is Puerto Rico; Puerto Rico was not included in the Caucasion, Negro or Latin American classification used in preceding tables. (It will be noted that the pre and post scores for Puerto Rico are both higher than the scores for other regions and are not too different from first grade scores. Perhaps the Puerto Rican children were older. We did not tabulate age.)

Generally speaking, the average changes of the FT children exceeded the average changes of the NFT children, although there were exceptions. Obviously, the variability among projects has much greater effect in the regional, than in the overall analysis, especially since Region 4 has about 47 percent of the children in kindergarten and Region 3 has about 75 percent

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* Northeast--Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Delaware, Maryland, New Jersey, New York, Pennsylvania, District of Columbia

Midwest--Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

South--Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Southwest--Arizona, New Mexico, Oklahoma, Texas

West--Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming of the first grade children. Without some detail on the educational program in the different projects it is difficult to go further.

STANFORD RESEARCH INSTITUTE

FACSIMILE

MEMORANDUM 2 Date: 5/23/69

TO: Marvin Kurfeerst

FROM: William G. Madow

SUBJECT: Pittsburgh Study--Measures of Variability

Tables 1A, 1B, 2A, 2B, and 2C show the variability in mean score per child taking the test in the different projects separated by kindergarten and first grade. The purpose of these tables is only to indicate the large amount of variability among projects, not only in Follow Through and non-Follow Through separately, but also in the differences. Data are not provided for the subtests of Bristol and PAR although they are provided for two major subscores of CTMM and three major subscores of CAT.

Beginning on Table 3 are provided some characteristics for each of 28 tests and subtests--one table for each of the variables. The letters K and FG in the first column show whether the children are in kindergarten or first grade and all data are for the difference, post score minus prescore. Since the standard deviation is based on all children combined it underestimates the standard deviation that would occur if we took account of the projects and classes within projects. Consequently these data should not be used to perform tests of significance.

Certain conclusions follow from these tables that seem to be worth pointing out. First, children having prescore zero or prescore blank will have mean change scores considerably different from children that had pre and post scores both greater than zero. However, the numbers of children with prescore zero and post score non-blank is often sufficiently small compared to the number of children with both scores greater than zero so that including them with the latter group would not cause any obvious distortion, whereas including the prescore--blank group might well cause a difference.

You will notice that in some cases the coefficient of variation does not appear. It can be computed by dividing the standard deviation by the average in all such cases. The computer program that developed these data is a general purpose program and did not use the definition of the coefficient of variation as the ratio of standard deviation to the absolute value of the average as it should; for that reason there was only an indication that the formula did not apply in these cases.

You will notice that for many tests the maximum increase is greater for the Follow Through group than the non-Follow Through group in the same grade. Also the minimum is less for Follow Through than non-Follow Through in the same grade, provided both scores are greater than zero. However, the latter occurs less often than the former.

cc: R. Snyder

Memorandum 3 follows.

STANFORD RESEARCH INSTITUTE

FACSIMILE

MEMORANDUM 3 Date: 5/27/69

TO: Marvin Kurfeerst

FROM: William G. Mados

SUBJECT: A test of significance based on the analysis of covariance

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For four total raw scores for kindergarten and five total raw scores for first grade children (total raw score--CAT, CTMM, Bristol, PAR, and for first grade children, total raw score--CAT) an anlysis of covariance was made using as dependent variables the difference: post score minus prescore, and as independent variables the prescores on all four or five tests, depending on whether FT or NFT, class within project, and whether HS, were treated as design variables. In performing this analysis only projects for which both NFT and FT children were present were used. This eliminated projects 1, 4, 7, 16, and 22 for kindergarten, and project 9 for first grade. Furthermore, the analysis was limited to children for whom all 8 scores for kindergarten were positive and 10 scores for first grade were positive. There were 1066 such kindergarten children and 988 such first grade children, due in part to the omission of projects that had no NFT children and in part to the omission of children with at least one blank or 0 score.

In column 1 of Tables 1 and 2 will be found the variance, taking account of the design variables but prior to removing the effects of the covariates; column 2 contains the variance taking account of both the design variables and the covariates. It will be seen that the effect of removing the covariates is large. The remaining columns all deal with mean squares after adjusting for the covariates. The effects of projects are very significant. Because there are large differences among projects in the difference post minus pre for each of the scores, the interaction between the project and whether or not the child is in FT has been used as the error mean square. Generally speaking there are no significant differences due to FT, NFT or to HS, NHS or to the interaction of the two.

The large variance associated to projects suggests that it is important to associate the instructional and other aspects of the program in each project to the scores on the tests. Information is not available to identify these causes of differences among the projects; however, the large variability among projects suggests the possibility that some of the teaching procedures were more efficacious than others.

cc: R. Snyder